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**Doctorate in Psychotherapy by Public Works
(DPsych)**

2012/2013

Rytis Artūras Stelingis

M00458124

Volume 1

The context statement

**Contributing to the origins and development of Gestalt
psychotherapy in Lithuania 1993 to 2013**

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List of Organisations and their Abbreviations

- European Association for Gestalt Therapy – EAGT
- European Association for Psychotherapy – EAP
- Gestalt Institute of Cleveland – GIC
- Gestalt Studies Center of Kaunas – GSCK
- Institute of Gestalt Oriented Organizational Consulting – IGOR
- Lithuanian Gestalt Association – LGA
- Lithuanian Psychotherapy Council – LPC
- Lithuanian Psychotherapeutic Society – LPS
- National Organization for Gestalt Therapy – NOGT
- World Council for Psychotherapy – WCP

1. Contribution to the origins and development of Gestalt psychotherapy in Lithuania 1993 to 2013

1.1 Introduction

Telling my story and researching my contribution to the origins and development of Gestalt psychotherapy in Lithuania 1993 to 2013, I am going to use a practitioner research model of reflective and holistic inquiry based on the works of Prof. Simon Du Plock and Prof. Paul Barber.

In addition, I have found a very useful and encouraging article, “Facilitating High-Achievers to Tell Their Story of Professional Entrepreneurialism: Lessons from the Doctorate in Psychotherapy by Public Works” written by Simon Du Plock and Paul Barber (Du Plock and Barber, 2008), which clearly describes essential features of the Doctorate in Psychotherapy by Public Works and gives some important orientation about the nature of this program.

Researching my contribution to the origins and development of Gestalt psychotherapy in Lithuania 1993 to 2013, I am going to use a holistic model of reflection and researching, and looking to the past, the present and the future, I am going to embrace different aspects of the whole – the different levels of my experiential reality (Barber, 2006, pp. 198–213):

- Sensory – Physical reality: gathering data and attending to the sensory and physical environment;
- Emotional – Intuitive reality: uncovering emotions and deeper intentions;
- Imagined – Projective reality: exploring personal motivations and meanings;
- Social – Cultural reality: analysing the cultural context, values, norms and leadership;
- Spiritual – Transpersonal reality: exploring spiritual values and practices.

I am going to embrace the different levels of my experiential reality reflecting on my own life and 20 years of my professional journey, questioning and exploring myself as an individual, professional, entrepreneur, leader and human being with my physical, emotional, intellectual and spiritual parts, which came together to the

dynamic, integrated whole and pushed me to pursue my personal needs, aspirations, goals and visions:

- I am going to reflect on my intuitive and emotional motivations, intellectual interests and existential questions, psychophysical and spiritual practices and values which moved me to become a Gestalt psychotherapist and played a significant role during my contributions to the origins and development of Gestalt psychotherapy in Lithuania.
- I will question myself what moved me to see beyond all of the social and political circumstances in Lithuania at the beginning of my journey to become a Gestalt psychotherapist and influenced me to search out Gestalt therapy training in the USA at the Gestalt Institute of Cleveland.
- I am going to analyse the social and cultural context in Lithuania when I started Gestalt therapy practice and illuminate how this context affected my intentions to introduce Gestalt therapy into Lithuanian society.
- I will uncover my personal motivations and professional visions as well as the interest of psychotherapy practitioners groups that influenced me to start Gestalt therapy training and establish the first Gestalt therapy training institute in Lithuania – Gestalt Studies Center of Kaunas.
- Also, I am going to analyse how I adapted and developed Gestalt therapy training programs according to my personal values and professional views as well as in regard to the national situation.
- I will reflexively explore what were my professional motivations, visions and meanings as well as the social needs and professional interests of Gestalt community to establish the first Gestalt Association in Lithuania - Lithuanian Gestalt Association.
- I will reflect on how physical environment and conditions influenced the development of the Gestalt therapy training at the Gestalt Studies Center of Kaunas and the activities of the Lithuanian Gestalt Association.
- Moreover, I will examine how my cooperation with different national and international institutions and organizations influenced and fostered Gestalt therapy practice and training in Lithuania.

- I am going to look out how the process of my professional and organizational work contributed to the development of the Lithuanian Gestalt Association and the Gestalt therapy school of Lithuania.
- Also, I will reflect on my work as a representative of the Lithuanian Gestalt Association in different national and international professional organizations and question myself how this work impacted the development of Gestalt therapy in Lithuania.
- In addition, I am going to research what kind of entrepreneur and leader I was and what was my leadership style.
- Finally, I will investigate what are the current developmental needs and future challenges of further development of Gestalt Studies Center of Kaunas and Lithuanian Gestalt Association.

Looking at the process of my research from the methodological point of view, during this investigation I am going to practise a lot of phenomenological awareness and reflection which is close to Husserl's concept of phenomenology and Zen Buddhism awareness practice; those similarities and links were meticulously described by world-famous Lithuanian phenomenologist Prof. Algis Mickūnas (Mickūnas, 2012).

Regarding the questions arising during this research, I am going to immerse myself in Zen-style, non-intellectual questioning and phenomenological awareness and reflection described by Zen Master Seung Sahn (Seung Sahn, 1997) and Zen Master Wu Kwang (Wu Kwang (Shrobe, R.), 1997), which is close to the heuristic inquiry model developed by Clark Moustakas (Moustakas, 1990).

Moreover, I will describe my motivation for undertaking the Doctorate in Public Works Programme (chapter 1.2).

Also, I will provide reflection on the process of my research (chapter 1.3) using three major interrelated Gestalt concepts: The Gestalt Cycle of Experience (early formulation: Perls, 1947; later developments: Zinker, 1977; Polster and Polster, 1973; Zinker and S. Nevis, 1981), The Unit of Work (Nevis, 1987), and The Gestalt Concept of Self (Perls, Hefferline and Goodman, 1951).

Describing my contributions to the origins and development of Gestalt psychotherapy in Lithuania 1993 to 2013, I will reflect on my Public Works as five

interrelated fields (chapter 1.4) and provide an overview of my Public Works (chapter 1.5).

In addition, I will provide a Timeline (chapter 1.6) and the summary of my major personal, professional, organizational and public activities (chapter 1.7).

After that I will explore and describe in a more detailed way how I contributed to the origins and development of Gestalt psychotherapy in Lithuania 1993 to 2013 (chapters 2–15).

In the Epilogue I will address how I have embraced different aspects of the whole – the different levels of my experiential reality and reflect on the impact of the research on myself through the lenses of three interrelated Gestalt concepts as well as summarize how this research has impacted me professionally and personally (chapter 16).

Also, some detailed descriptions of the postgraduate Gestalt therapy training programs of R. A. Stelingis firm Gestalt Studies Center of Kaunas, and the list of presentations at the annual conferences of Lithuanian Gestalt Association, are provided in the Appendices at the end of this context statement and marked in the text: Appendix Nos. 1; 2; 3; 4; 5; 6.

Finally, I will provide a detailed list of my Public Works (see Appendix No. 7) and supporting evidence of my Public Works (see Volume 2) which have contributed to the origins and development of Gestalt psychotherapy in Lithuania 1993 to 2013.

1.2 My motivation for undertaking the Doctorate in Public Works Programme

Around ten years ago I was sitting with my former students in an informal meeting and chatting about different things: remembering impressions from training programs, sharing views, meditating about the future. At that time we sometimes used to play a game that we called “putting someone in the hot seat”. In this informal and goodwill atmosphere everybody could ask everyone whatever he wanted and we agreed to answer quickly and spontaneously. I remember somebody asked me: what are your big dreams about the future? I quickly answered that I have two big dreams – two unfinished gestalts. The first one: I want to do a Doctoral degree research in Psychotherapy somewhere in the West, and the second one: to attain enlightenment (to attain my original mind, my true nature, my true self).

At first one of the main reasons for joining the Doctorate in Public Works, Metanoia Institute and Middlesex University joint programme, was the aim of fulfilling one of these two big dreams – the wish to climb one more professional mountain.

Another important thing was my wish to complete some unfinished business, dating from 1992, when I was so eager to start psychotherapeutic training that, after receiving the diploma of a medical doctor and several months’ residency of psychiatry, I left my formal psychiatry training and went to the USA for Gestalt therapy studies.

Besides that, I hope that the Doctorate in Public Works is going to help me formally, giving more weight to my future search of developing Gestalt psychotherapy and Gestalt therapy training nationally and internationally on a more academic level in a more scientific field.

All these three reasons still exist but they are not so figural as when I started the programme. During this research I got in touch with many things I had never thought of before and this was a surprising discovery for me (see chapter 16).

1.3 Reflection on the process of the research

Reflecting on the process of my research, I am going to use three interrelated Gestalt concepts:

1. The Gestalt Cycle of Experience.

2. The Unit of Work.

3. The Gestalt Concept of Self.

1. The Gestalt Cycle of Experience describes the process (consisting of different phases) by which I became aware of what was going on at particular moments and periods of time, and how I mobilized energy to take some action in order to bring some change in the field and reach desirable outcomes.

2. The Unit of Work provides a procedural frame of reference that helped me to organize and describe my behaviour during the process of the research.

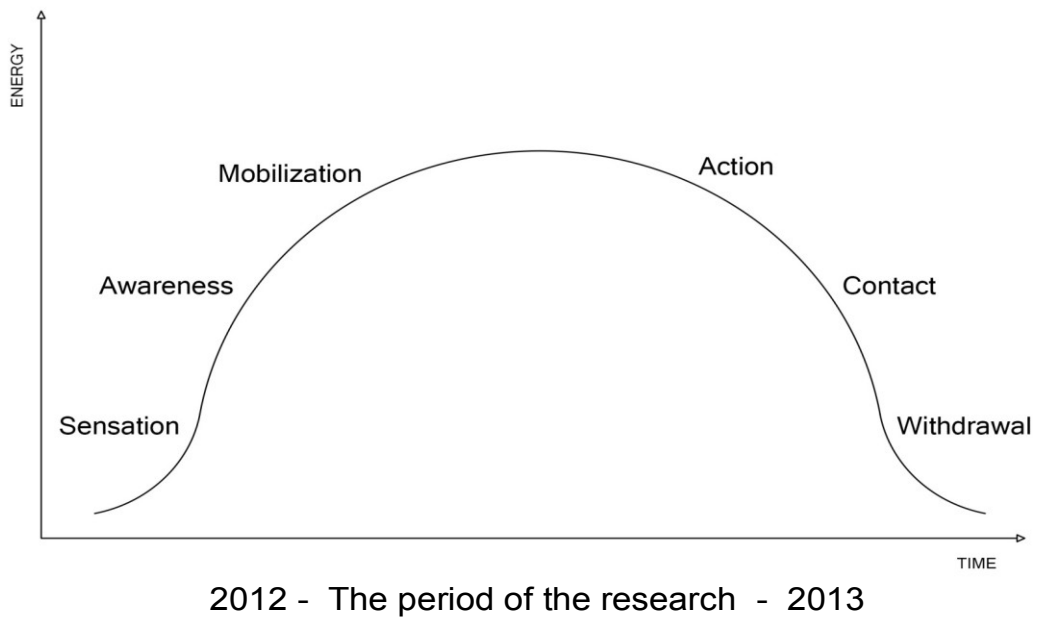
3. The Gestalt Concept of Self as a process involves three structures/functions (Id, Ego, Personality) of myself that were acting during the process of this research and were affected by the research (see chapter 16).

The Gestalt Cycle of Experience

The Gestalt Cycle of Experience (Diagram No. 1) describes the process (consisting of different phases: sensations, awareness, mobilization, action, contact and withdrawal) by which I became aware of what was going on at particular moments and periods of time (for example: the period of this research: 2012 - 2013 or the period of my Public Works from 1993 to 2013), and how I mobilized energy to take some action in order to bring some change in the field and reach desirable outcomes (for instance: producing this research or developing Gestalt psychotherapy in Lithuania).

DIAGRAM – No. 1

The Gestalt cycle of experience drawn as a wave



The Unit of Work

The Unit of Work provides a procedural frame of reference that helped me to organize and describe my behaviour during the process of the research. The Unit of Work (the process of my research) consists of different stages: **beginning**: assessing “what is” (*collecting and assessing my personal, professional and organizational data*), **middle**: choosing what to attend to and moving on the choice (*choosing and exploring the theme: my public works (PW)*), and **end**: closing the activity (*summarizing and assimilating the impact of the research*), (Diagrams Nos. 2; 3.).

DIAGRAM – No. 2

The Unit of Work

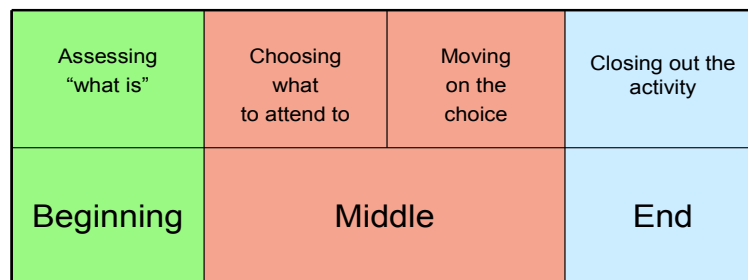
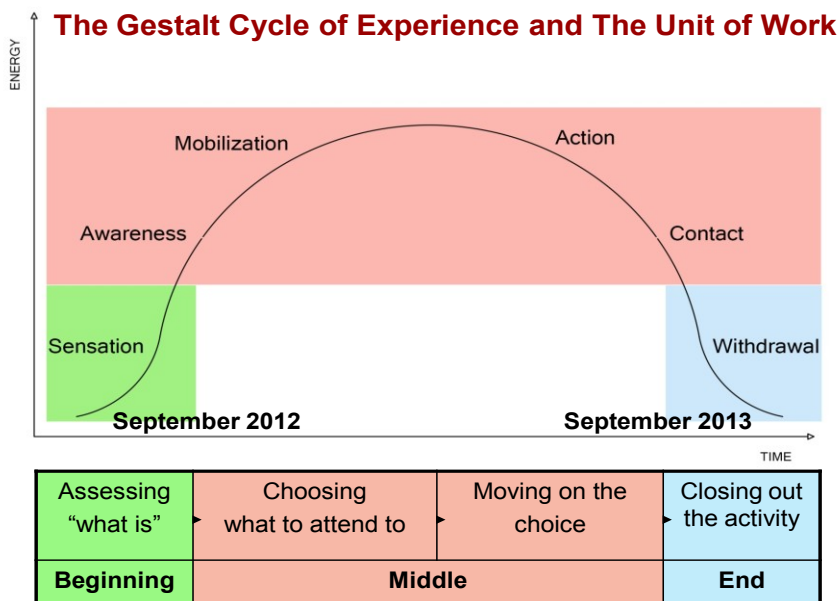


DIAGRAM – No. 3

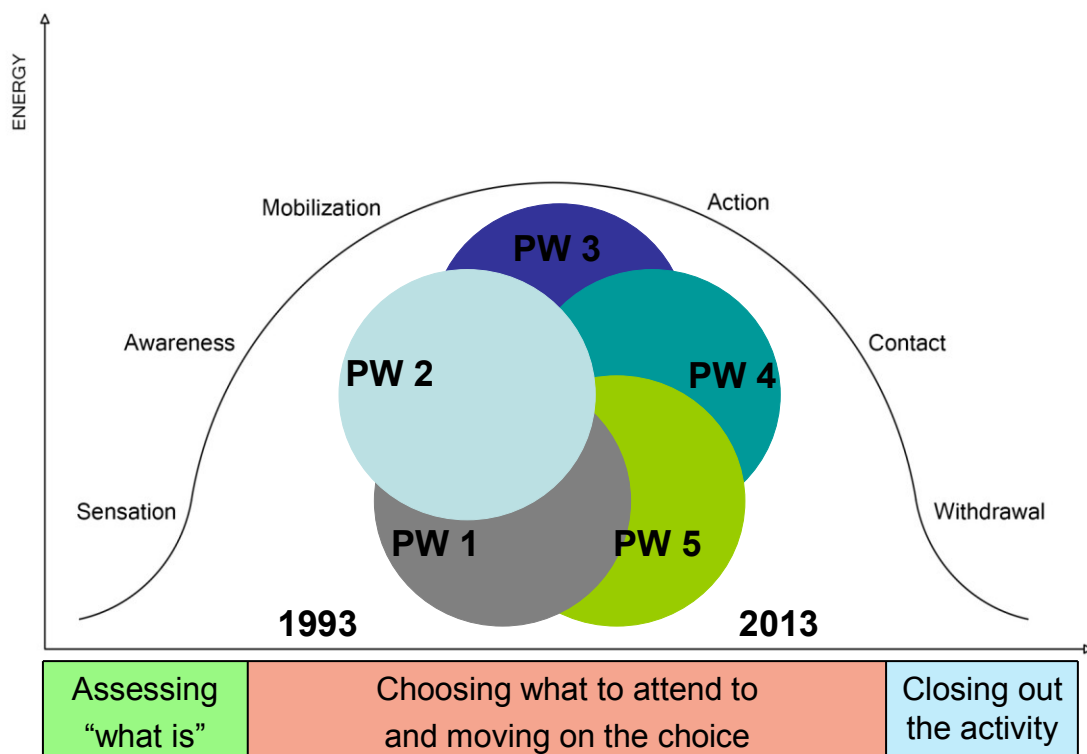


Reflection on the process of my research through the lenses of The Gestalt Cycle of Experience and The Unit of Work

Reflection on the process of my research through the lenses of The Gestalt Cycle of Experience and The Unit of Work shows the process of the research as a coherent and deliberately organized experience (the unit of work) by which I was moving through the cycle of experience in order to explore another huge cycle of experience: my contributions to the origins and development of Gestalt psychotherapy in Lithuania 1993 to 2013, which have expanded into five interrelated fields – Public Works (PW), (Diagram No. 4).

DIAGRAM – No. 4

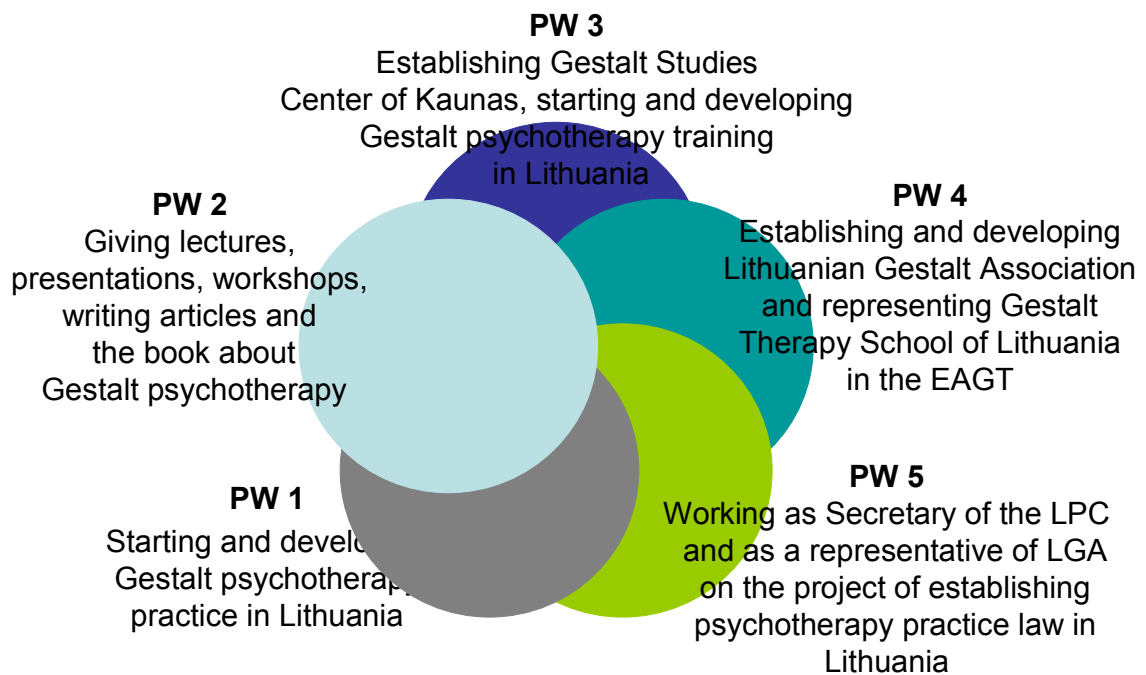
The Gestalt Cycle of Experience, The Unit of Work and Public Works (PW)



1.4 Reflection on my Public Works (PW) - five interrelated fields

Since 1993 when I started my professional journey as a Gestalt therapist, my personal, professional, organizational and public activities have contributed to the origins and development of Gestalt psychotherapy in Lithuania 1993 to 2013 and have expanded into five interrelated fields – Public Works (PW), (Diagram No.5):

DIAGRAM – No. 5



1.5 An overview of my Public Works (PW)

I will provide an overview (Table No. 1) and a detailed list (see Tables No. 5 in the Appendix No. 7) of my Public Works (PW) as well as supporting evidence of my Public Works (PW) (see Volume 2) which have contributed to the origins and development of Gestalt psychotherapy in Lithuania 1993 to 2013 and have expanded into five interrelated fields:

1. Starting and developing Gestalt psychotherapy practice in Lithuania. (PW1)
2. Giving lectures, presentations, workshops, writing articles and my book about Gestalt psychotherapy. (PW2)
3. Establishing Gestalt Studies Center of Kaunas, starting and developing Gestalt therapy training in Lithuania. (PW3)
4. Establishing and developing Lithuanian Gestalt Association (LGA) as well as representing LGA and Gestalt Therapy School of Lithuania in the European Association for Gestalt Therapy (EAGT). (PW4)
5. Working as Secretary of the Lithuanian Psychotherapy Council (LPC) on the development of psychotherapy and Gestalt therapy in Lithuania; as a representative of LGA and Gestalt Therapy School of Lithuania, working with other leaders of major psychotherapeutic schools in Lithuania on the project of establishing psychotherapy practice law in Lithuania. (PW5)

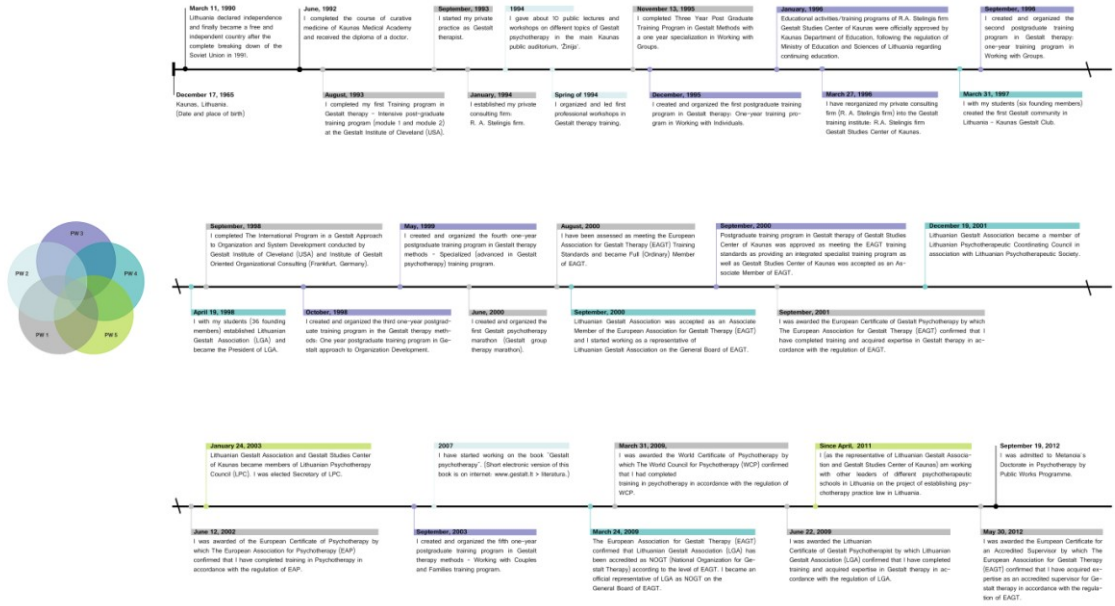
TABLE – No. 1

PW1	Impact of PW1
<ol style="list-style-type: none"> 1. My professional recognitions and certificates (the first of this kind in Lithuanian psychotherapy history) which have supported and promoted Gestalt psychotherapy practice in Lithuania. 2. My articles which have supported the development of Gestalt psychotherapy practice in Lithuania. 3. My research in the field of Gestalt psychotherapy. 	Starting and developing Gestalt psychotherapy practice in Lithuania.
PW2	Impact of PW2
<ol style="list-style-type: none"> 1. Giving public lectures about Gestalt psychotherapy. 2. Creating, organizing and leading Gestalt psychotherapy workshops. 3. Giving presentations in national and international conferences on different topics of Gestalt psychotherapy. 4. Writing articles and the book about Gestalt psychotherapy. 	Promoting and developing Gestalt psychotherapy in Lithuania.
PW3	Impact of PW3
<ol style="list-style-type: none"> 1. Creating, organizing and leading Gestalt psychotherapy training workshops in Lithuania. 2. Establishing the first Gestalt therapy training institute in Lithuania – Gestalt Studies Center of Kaunas. 3. Creating, organizing and leading Gestalt psychotherapy training programs of Gestalt Studies Center of Kaunas. 	Starting and developing Gestalt psychotherapy training in Lithuania.

PW4	Impact of PW4
<ol style="list-style-type: none"> 1. Establishing the first Gestalt community in Lithuania – Kaunas Gestalt Club. 2. Establishing the first Gestalt Association in Lithuania – Lithuanian Gestalt Association (LGA). 3. Organizing the annual conferences, summer camps and workshops of LGA. 4. Working as a representative of LGA and Gestalt Therapy School of Lithuania in the European Association for Gestalt Therapy (EAGT). 	<p>Establishing and developing LGA as well as representing LGA and Gestalt Therapy School of Lithuania nationally and internationally.</p>
PW5	Impact of PW5
<ol style="list-style-type: none"> 1. Working as Secretary of Lithuanian Psychotherapy Council (LPC) and representing Lithuanian Gestalt Association (LGA) and Gestalt Studies Center of Kaunas (GSCK) in LPC. 2. Working as a representative of LGA and Gestalt Therapy School of Lithuania in the working group for establishing psychotherapy practice law in Lithuania. 	<p>Representing LGA, GSCK and Gestalt Therapy School of Lithuania in national umbrella organizations of psychotherapy and working on the project of establishing psychotherapy practice law in Lithuania.</p>

1.6 Timeline

Rytis Arturas Steliga - TIMELINE



1.7 Summary of my major professional, organizational and public activities

Here is the summary of my major professional, organizational and public activities which contributed to the origins and development of Gestalt psychotherapy in Lithuania 1993 to 2013:

- In September 1993, after graduation from my first intensive postgraduate training program in Gestalt therapy at the Gestalt Institute of Cleveland (USA), I started my private practice as a Gestalt therapist and became one of the pioneers of Gestalt psychotherapy practice in Lithuania.
- In 1994 and 1998 I established two successful working organizations: the first Gestalt therapy training institute in Lithuania – Gestalt Studies Center of Kaunas (GSCK); and the first Gestalt Association in Lithuania – Lithuanian Gestalt Association (LGA).
- From September 1993 until now I have been intensively working as a Gestalt therapist with individuals, couples, and families, and up to present time I have consulted about 800 clients/patients (applying individual, couple and family Gestalt therapy).
- From 1995 to 2013 I have led Gestalt therapy groups for outside clients – about 160 clients (around 600 hours of Gestalt group therapy) and group therapy for trainees of the postgraduate training programs in Gestalt therapy – 260 participants (around 1,000 hours of Gestalt group therapy).
- From 1995 until now I have been working with organizations and their leaders as an Organizational Development consultant in the Gestalt approach and during this period I have consulted around 50 organizational clients. Among them are well-known organizations both nationally and internationally: B. Braun Medical (Germany, Representative office in Lithuania); Eurokos (Lithuania, UAB); GlaxoSmithKline Lithuania (England, Representative office in Lithuania); Lithuanian Red Cross Society (Lithuania); Limedika (Lithuania-Poland, UAB); Lithuanian Textile Production (Lithuania-Denmark, UAB); Pirmas Zingsnis (Lithuania, UAB), Selita & Ko (Lithuania, UAB); and Skubios Siuntos & UPS/Lithuania (Lithuania, UAB).

- From 1995 to 2013 I have organized and led 58 postgraduate one-year Gestalt therapy training programs and I have trained in these programs around 260 students (in total – around 8,000 hours of training).
- From 1995 to 2013, I have been intensively working as a Gestalt therapy senior trainer and supervisor in the postgraduate training programs of Gestalt therapy which were organized by GSCK (R. A. Stelingis firm Gestalt Studies Center of Kaunas). From 1995 up to the present time I have supervised about 200 supervisees giving individual and group supervision (around 800 hours of supervision in total).
- From 1995 to 2013 students and faculty members from almost all the major universities of Lithuania have participated in the postgraduate training programs of Gestalt therapy which were organized by GSCK, including Kaunas University of Medicine, Kaunas University of Technology, Kaunas University of Vytautas Magnus, Physical Culture Academy of Lithuania, Vilnius University, and Mykolas Romeris University.
- Since 1993 when I started my Gestalt therapy practice, I have participated in more than 20 national and international conferences for Gestalt therapy and psychotherapy (among them 16 annual conferences of LGA, 1998–2013; the European Association for Gestalt Therapy conferences in Stockholm 2001, Prague 2004, Athens 2007, and Berlin 2010, as well as the 13th European Association for Psychotherapy Congress in Vilnius 2005 where I gave a presentation, “The Gestalt approach: working on different levels of systems”) and gave more than 15 presentations on different topics and aspects of Gestalt therapy.
- Since 1993 when I started my Gestalt therapy practice, I have given more than 30 public lectures and workshops on different topics and aspects of Gestalt therapy.
- Since 1993 until the present time I have written about 20 articles on the different aspects of Gestalt psychotherapy, Gestalt therapy supervision and the Gestalt approach to Organization and Systems Development. These were published in various major national newspapers, professional magazines and electronic journals of LGA.
- Since 1993 until the present time, as a Gestalt therapist and Gestalt therapy trainer and supervisor, I have participated in several social projects (among them the huge national project with the support of the European Union and many institutions and organizations of Republic of Lithuania: “EQUAL angel: open environment

cooperation model for integration of the disabled in labour market”) using Gestalt therapy in consulting, training and research as well as promoting Gestalt psychotherapy in Lithuania.

- Since April 1998 when LGA was established, I (as the first and the present President of LGA) with my colleagues in LGA have organized 16 national conferences (an annual conference every year), more than 25 workshops, and have released 11 annual newsletters; also in this time the number of ordinary members of LGA increased to 45.
- From 2001 to 2013 I was awarded nationally and internationally recognized professional certificates. These are the first certificates of this kind in Lithuanian psychotherapy history: the European Certificate of Gestalt Psychotherapy (EAGT, 2001); the European Certificate of Psychotherapy (EAP, 2002); the World Certificate of Psychotherapy (WCP, 2009); and the European Certificate for an Accredited Supervisor (EAGT, 2012).
- Since 2003, when LGA and GSCK became members of the Lithuanian Psychotherapy Council, I have been working as Secretary of the Lithuanian Psychotherapy Council.
- Since 2007 I also started working on my book *Gestalt Psychotherapy* and have written about 200 pages – 75-80% of the book. A short electronic version of this book is on the internet (Stelingis, R. A., 2007. *Geštalto psichoterapija* {online}. Available from: <http://www.gestalt.lt/projektai-straipsniai-knygos>) and it is accessible to everyone. This text is also used by my students and some other professionals in their work in the field of Gestalt psychotherapy.
- Since April 2011 until now, I am (as a representative of LGA and GSCK) working with other leaders of major psychotherapeutic schools in Lithuania on the project of establishing psychotherapy practice law in Lithuania.

Now I would like to explore and describe in a more detailed way how I contributed to the origins and development of Gestalt psychotherapy in Lithuania 1993 to 2013.

2. Starting my Gestalt therapy journey

Sometimes people ask me, why did I choose psychotherapy, and why Gestalt therapy? I usually answer that it is a question about vocation. I remember during my second-year medical studies at Kaunas Medical Academy one respectable professor asked: “What speciality are you going to choose, Stelingis?” I answered without hesitation: “psychotherapy”. I noticed some kind of wonder in his face, maybe because psychotherapy at that time in Lithuania was rather rare and a strange speciality. But I already knew my vocation and started going my own way.

From the very beginning of my medical studies I was not interested in the very hierarchical relationships between the Medicine faculty and students as well as between a doctor and a patient. Besides that I was not satisfied with the view of modern medicine of the patient as a collection of different anatomical or physiological systems, the view of the disease as the manifestation of symptoms and, following from this paradigm, the model of treatment basically oriented to the treatment of symptoms. I was looking for something different, something that viewed the person as a multidimensional whole comprised of dimensions that interact with one another and are so intimately interrelated that change in one part brings about shifts in other parts. Illness then is a disturbance of the unified functioning of the whole (Deliman and Smolowe, 1982). Studies of curative medicine at Kaunas Medical Academy (later called Kaunas University of Medicine), my personal interest in holistic medicine, the psychotherapy course and lectures at Kaunas University of Medicine, psychophysical and spiritual practice, and independent studies of different psychotherapeutic schools only proved to me that I was on the right path. This was mainly because this path offered the great opportunity to take a very active and creative part in creating a more satisfying life for myself and for other people.

At that time I did not know what kind of psychotherapy I was going to choose but my serious interest in Buddhism and Zen practice gave me an answer and the answer was – Gestalt therapy, since one of the original roots of Gestalt therapy came from Zen Buddhism practice. How did I come to this answer?

From the early years of my life some existential questions became apparent to me and the most fundamental question that I was facing in many different forms was: what are the purpose and the meaning of my life? Around 1980 I became interested in

philosophy (especially Existentialism, Buddhist philosophy, and the works of Marcus Aurelius), psychology (especially Buddhist psychology, transpersonal psychology and the works of Stanislav Groff), and holistic medicine (which views the person as a whole organism with many dimensions that function interdependently and represent different views of the whole), as well as starting to practise different Oriental disciplines, such as Yoga (Swami Sivananda school of Yoga) and various kinds of meditation practice. Around 1985 I encountered Zen Buddhism (different Japanese and Korean schools of Zen) and started practising some forms of Zen meditation. Since that time the Zen way of being in this world started to play an increasingly significant role in my life.

At the same time my medical studies were approaching the end and I was trying to answer a question that was important to me: how to integrate my personal and professional ways of being in this world, how to live a more integrated and a whole life. Therefore, I started searching for a school of psychotherapy which has some roots not only in Western philosophy and psychology but also in Oriental spiritual traditions and disciplines.

In 1990 I got in touch with the Kwan Um School of Zen which was founded by the famous Korean Zen Master, Seung Sahn. Quite soon I found out that one of his earliest students, Richard Shrobe (Zen Master Wu Kwang), is not only a Zen teacher in the Kwan Um School of Zen but also a Gestalt therapist and a faculty member of the Gestalt therapy training program at the Gestalt Associates for Psychotherapy, a postgraduate psychotherapy institute located in New York. I wrote him a letter and received a reply from him together with a book, *Gestalt Therapy Integrated*, written by the famous Gestalt therapists Erving Polster and Miriam Polster. My professional journey to the Gestalt therapy world had begun. I found out that one of the roots of Gestalt therapy is Zen Buddhism and quite soon realized some basic similarities of Gestalt therapy and Zen. I discovered that both of these teachings:

- say that everything that exists is moving and changing, everything is a process;
- share strong emphases on “here and now” process and emphasize a focusing of awareness in the here and now;
- place strong emphases on awareness of “here and now” process of experience as a way of knowing oneself, the world and the reality;

- are strongly oriented toward accepting an experience as it is, as opposed to the analysis of experience;
- stress the values of self regulation, spontaneity, continued growth and self realization;
- are strongly oriented toward seeking an integration, balance and harmony of the person, both within himself and with the environment;
- underline the person's responsibility for his destiny and emphasize developing a maximal, full functioning in order to live a whole, integrated life.

The more I read the Gestalt literature the more my wish to become a Gestalt psychotherapist grew stronger and stronger and finally I decided to find the way to go to the United States of America, the country where Gestalt therapy was born, and start my Gestalt therapy training.

Quite soon fundamental historical changes in Lithuania took place and I could start the realization of my personal and professional vision – to become a Gestalt therapist.

I was lucky that my completion of the course of curative medicine (graduation of the Medicinal Faculty of Kaunas Medical Academy and receiving the diploma of a doctor) took place in June 1992, just after Lithuania became a free and independent country (on 11 March 1990) and after the complete breaking down of the Soviet Union and the Iron Curtain in 1991. For me and other fellows of my generation, new opportunities appeared and new possibilities opened up: to travel abroad and to find new, innovative fields of personal and professional realization.

In June 1992 I completed the course of curative medicine at Kaunas Medical Academy and received the diploma of a doctor. I was so eager to start psychotherapeutic training that after a two-month residency of psychiatry in Horsens (Denmark) Hospital, psychiatric department, and two months in Kaunas Academic Clinics, I left Lithuania and went to the USA for Gestalt therapy studies.

In June 1993 I was very happy because I was admitted to the Gestalt Institute of Cleveland (USA) and could start my Gestalt therapy journey. There were several reasons I chose to study in the USA at the Gestalt Institute of Cleveland (GIC). First of all, I had some friends and relatives in the USA and I could stay for some time at their homes. The second reason was that GIC had the summer intensive program and I could

complete my Gestalt training in quite a short time and not have to stay so far away from my family for several years. The third reason was the worldwide reputation of GIC.

GIC was established in 1954 by some of the earliest students of Fritz Perls, Laura Perls, Isadore From, and Paul Goodman. In 1966, GIC began introducing training programs that pioneered the application of Gestalt theory to work with couples, families, groups, and organizations. Today, GIC is the world's largest institute, and one of the finest, for the study, development, and application of Gestalt theory. Its professional and personal development programs draw participants from all over the world. The faculty and graduates of GIC innovatively apply Gestalt principles to psychotherapy as well as to business, health care, educational, governmental and community organizations.

I was lucky that I could study at GIC where world-known, senior Gestalt therapy masters Erving Polster, Miriam Polster, Edwin Nevis, Sonia Nevis, and Joseph Zinker, have all worked and left a remarkable professional trace, and I could learn Gestalt therapy from famous Gestalt therapy professionals: Elaine Kepner, Rainette E. Fantz, James I. Kepner, Gordon M. Wheeler, Mary Ward, L. P. Wyman, Frances Harris, and others.

On July 30 1993 I completed the first stage of my big professional gestalt – the Intensive Post-Graduate Training Program in Gestalt Therapy (intensive postgraduate training program in Gestalt methods – module 1 consisted of 136 hours and module 2 consisted of 111 hours: 247 hours in total).

I was very happy and proud when I finished this program because it meant a lot for me not only from a professional point of view but also personally. In order to reach this goal I had to put in enormous efforts because of the huge political, economical and cultural differences between life in Lithuania and the USA. First of all, to get a visa to come to the USA (which was very difficult at that time for Eastern Europeans because we had to prove in many ways that we did not intend to emigrate to the USA), then to stay away for nearly eight months from my family (my wife and two children) in a very different and unknown cultural environment, and finally to earn enough money to pay for my studies. For instance, my salary in Lithuania at that time was about \$30 per month. Despite the fact that I received a 50% discount from GIC (and I am very grateful for this to the faculty of GIC), the fee for the summer Intensive Gestalt training at GIC

was about \$3,000 (and that was still a huge amount for me at that time), plus accommodation, meals, etc.

So in order to succeed in my goal I went through a very intensive and sometimes uneasy process of emotional distress and personal maturation, and finally grew up, not only as a professional but very much as a person as well. Only later on, after finishing the third year training program (working with groups) at GIC in 1995, I realized that I had made a very unusual personal and professional journey, becoming the first from the former Soviet Union who was able to train in the USA at GIC.

Looking from a professional point of view, the Intensive Post-Graduate Training Program in Gestalt Therapy included theory and methodology of Gestalt therapy and personal therapy and supervision, through a combination of didactic presentations, structured learning experiences, demonstrations, and faculty-supervised practicums. It also covered many important Gestalt therapy topics, such as: history and roots of Gestalt therapy; theory of Gestalt therapy (organism/environment field; figure/ground resolution; awareness/consciousness; contact-withdrawal experience; Gestalt diagnosis; polarities; theory of self; resistances, etc.); techniques of Gestalt therapy (awareness and thematic experiment, etc.); the Gestalt therapist in the therapeutic relationship; fields and strategies of application (individual; couple; group; other social systems); and principles and application of ethics.

During this program I learned not only how to apply basic concepts and principles of Gestalt therapy to a wide variety of settings in the different roles of intervener, client and observer but also had an opportunity to deal with personal, interpersonal and group issues in Gestalt therapy (personal growth) groups.

In addition, an important learning experience came through observing and experiencing the different personal and professional styles of more than ten faculty members which later on very much supported me in finding my own style as a Gestalt therapist and trainer.

Another important learning experience came from the high diversity of the training group: being and learning together with 13 colleagues from Canada, Norway, and the USA and representing different specialities: mental health, health care, organizational consulting, etc. This cultural and professional variety not only expanded my personal views and preconceptions about people from different economical, political, educational and cultural environments and helped me to explore my personal

background, but also significantly increased my confidence in myself through the experience and understanding that I am not very different from other people who grew up in an open and free society.

This program became the most important background to my professional future as a Gestalt therapist and later on as a Gestalt therapy trainer and supervisor.

After finishing my first intensive postgraduate training program in Gestalt therapy I returned to Lithuania, and in September 1993 I started my private practice as a Gestalt therapist working with individual clients and became one of the pioneers of Gestalt psychotherapy practice in Lithuania.

3. Starting Gestalt therapy practice and training in Lithuania

After graduation from my first training program in Gestalt therapy (intensive postgraduate training program in Gestalt methods (modules 1 and 2) at GIC, I returned to Lithuania with a clear vision and strong wish to work as a psychotherapist, and in September 1993 decided to start my private practice as a Gestalt therapist. This became my first big professional challenge, mostly because I decided to start Gestalt psychotherapy practice in the new independent country.

Lithuania became an independent country by the Act of the Re-Establishment of the State of Lithuania, or Act of March 11. The Act emphasized restoration and legal continuity of the interwar period of Lithuania. Lithuania lost independence in June 1940 and for 50 years was occupied by the The Union of Soviet Socialist Republics (USSR). March 11 1990 became a very important liberation act not only for Lithuania but also for the whole Soviet Union because it was the first time that a Union Republic (Lithuania) declared independence from the USSR, and it actually started the political dissolution of the Soviet Union. Lithuania declared independence from the Soviet Union on 11 March 1990 but finally became a free and independent country after the complete breaking down of the Soviet Union in 1991.

Even right now when I remember these years I still feel a faster heartbeat in my body mixed with the thrill and excitement. With tears in my eyes and pride in my soul I recall the January Events, 1991 (those were centred in the capital of Lithuania, Vilnius, as well as in Kaunas, Varėna, and some other cities and their suburbs) when I and my friends, along with thousands of non-armed Lithuanian people, were gathering in the streets of different towns of Lithuania, surrounding important places (the Supreme Council, Television Tower, TV, radio studios and other important buildings) in order to defend our freedom against Soviet tanks and heavily armed Soviet army troops. During the January Events, 13 civilians were killed and around 140 injured as a result of Soviet military actions, but we defended our freedom and actually started the final breaking down of the Soviet Union.

In the Soviet Union era the majority of the schools of psychotherapy (especially psychoanalytic, humanistic and existential psychotherapy) were considered a “bourgeois artefact” of the Western world and only some forms of behavioural psychotherapy were considered suitable for “soviet citizens”. Besides that, psychiatry

and some forms of psychotherapeutic and psychological interventions were used as the means and tools to influence society ideologically or sometimes even to isolate political dissidents in psychiatric hospitals.

In general, psychotherapy in society was either not known or misunderstood or sometimes even had a bad reputation. The majority of people were ambivalent or did not know what psychotherapy was, especially because it was not clear to them what the difference was between psychiatry, psychotherapy and psychology.

When I started my psychotherapy practice in Lithuania, there were very few practising psychotherapists in the whole country and only several psychotherapy practitioners in the Kaunas area.

One of my first intentions was to introduce to society what is Gestalt therapy and psychotherapy in general. Therefore in the autumn of 1993 I not only started working as a Gestalt therapist in private practice and established my own private consulting firm – R. A. Stelingis firm (formal registration date, January 14 1994) – but I also decided to promote Gestalt psychotherapy by giving public lectures to a large audience, writing articles and advertising Gestalt therapy and my consulting services in several major national newspapers. During a two-year period (from 1994 to 1996) I gave around ten public lectures and workshops on different topics of Gestalt psychotherapy in the main Kaunas public auditorium, “Žinija”. In these public lectures and workshops I concentrated not so much on describing and explaining the theoretical basics of Gestalt therapy but more on experiential demonstration of the techniques and methods of Gestalt psychotherapy. This experiential approach was very natural for me because of the nature of Gestalt therapy. Since Gestalt therapy is experiential, experimental and existential, I was able to demonstrate here and now to the audience a lot of interesting, awareness-raising, exciting and contact-stimulating interventions and methods. The Cleveland School of Gestalt therapy especially emphasized the here-and-now principle, phenomenological orientation, and interactive and dialogical experience between therapist and client, as well as the healing force of therapeutic experiment. Therefore a lot of my demonstrations in the lectures and workshops involved the techniques of developing the client’s awareness of body and mind, directed behaviour experiments working with body posture, breathing, voice and speech, role play using different forms of dramatizations, and experimental work with fantasy and dreams. These public lectures and seminars in the main Kaunas public auditorium, “Žinija”,

soon became quite popular and usually attracted from 50 to 100 participants (this was quite a large number of participants, bearing in mind that the population of Kaunas – the second biggest city in Lithuania – is 300,000, and the population of Lithuania is around 3 million). Among the participants of these seminars were not only people who did not have a professional interest but also doctors, psychologists, social workers, teachers and some other professionals from other human and social sciences.

The interest in Gestalt therapy, as well as in me as a Gestalt therapist, was gradually growing among professionals and in the spring of 1994 I was asked by some of my colleagues (medical doctors and psychologists) to organize and lead the first professional workshops (around 40 hours) teaching Gestalt therapy in an experiential way to several groups of psychologists and medical doctors working in the Kaunas area. In 1994, during approximately a one-year period, I led three short Gestalt training programs (around 40 hours) to three different groups of professionals (the majority of participants were psychologists and doctors) from Kaunas City Pedagogical Psychological Service, Kaunas University of Medicine and Kaunas Psychiatric Hospital. Nevertheless, these training programs were in a way an introduction to Gestalt therapy: they were integrated programs consisting of lectures, demonstrations, technical training and personal growth groups/Gestalt therapy groups. Participants in these training programs were able to become familiar with the basic theoretical and methodological principals of Gestalt therapy and practically apply these principles working in different roles of consultant/therapist, client and observer, as well as to have personal therapeutic experience in Gestalt therapy groups.

What was important for me as a leader of those first Gestalt therapy training programs was that I discovered that I enjoyed being in Gestalt therapy teacher and trainer roles; I also found out that I can be impactful and successful in these roles, working not only in the individual therapy setting with an individual client but also working with groups.

At the same time I realized that I needed more training in Gestalt therapy and especially more experience and knowledge of working with groups because the first training program I completed at GIC was about individual Gestalt therapy, whereas my knowledge about leading Gestalt groups was from my personal therapeutic experience as a participant in Gestalt therapy groups at the training program in GIC, as well as from the Gestalt therapy literature, especially the books written by famous Gestalt therapists:

Erving Polster and Miriam Polster (Polster and Polster, 1973), Joseph Zinker (Zinker, 1978), and Edwin Nevis (Nevis, E. (Ed.), 1992).

Therefore in 1995 I came back to GIC for one more intensive program in Gestalt therapy methods – Working with Groups. This training program was divided into two intensive workshops: nine days in April and nine days in November 1995. After finishing the first half of the program I returned to Lithuania and organized my first Gestalt therapy group working with real clients (in a way it was also a requirement of the training program: to have practical experience applying Gestalt therapy principles working with groups) and started working as Gestalt group leader (whilst continuing to work as a Gestalt therapist with individual clients/patients).

On November 13 1995 I completed my third Gestalt therapy training program – Working with Groups training program (intensive format), and at the same time I finished my big professional gestalt: Three-Year Post-Graduate Training Program in Gestalt Methods with a one-year specialization in Working with Groups.

The Working with Groups program very much expanded my knowledge and skills of working with groups in two different settings: therapy and organizational consulting. This program was based on the new model of working with groups, referred to as “Gestalt group process” (Kepner, 1980), developed by the faculty of GIC. This approach is a set of intervention strategies that are based on a synthesis of three different but interrelated fields: general system theory, Gestalt therapy theory, and group dynamics theory (Huckabay, 1992). In this training program I learned different strategies and various process interventions based on Gestalt theory, level of system and stages of group development. Also, the valuable learning points came from personal and skill development in group participation and leadership as well as leading faculty-supervised personal growth groups for outside clients. In addition, an extra value of this program was the cultural and professional diversity of the training group. Participation in the group with 23 colleagues (therapists, organizational consultants, managers, etc., coming from Australia, Belgium, Germany, Norway, and the USA) and 7 faculty members provided the great opportunity to learn different styles and use the cultural diversity of the group to deepen understanding of myself as a person and as a professional.

After returning home I expanded my professional practice working as a Gestalt therapist not only with individuals but also with couples, families and groups and also

continued giving public lectures and workshops to large audiences in the Kaunas community and leading Gestalt therapy training workshops (around 40-50 hours) to the several groups of psychologists and medical doctors.

At the same time, since I completed my first Gestalt training program and started working as a Gestalt therapist, I was aware of the need to have a thorough and wide theoretical knowledge of various aspects of Gestalt therapy. Therefore during a two–three years period (from 1993 to 1996) I was intensively reading a lot of Gestalt literature and during this time I also read around 30 Gestalt therapy books written by world-famous Gestalt therapists (see Literature in Appendix Nos. 1; 2; 3; 4; 5). These books not only gave me knowledge and some answers to my questions arising from my therapeutic work with clients but also helped me to build a much more solid theoretical background which was necessary in preparation for much more sophisticated postgraduate training programs in Gestalt therapy.

4. Establishing the first Gestalt training institute in Lithuania: R. A. Stelingis firm Gestalt Studies Center of Kaunas (GSCK)

The Gestalt therapy training programs I have completed at GIC, the first successful Gestalt therapy training workshops I have created and led in Lithuania, the rapidly growing number of students in my workshops and training programs and, of course, my growing confidence and experience as a Gestalt therapist and Gestalt trainer, have all inspired me to think about and prepare more detailed and more integrated training programs in Gestalt therapy (including theory and methodology of Gestalt therapy, personal therapy, real therapeutic work with clients and supervision).

At that time another very important internal process was happening to me: I started seeing and creating a big picture – the vision of establishing my own Gestalt training institute, which would provide consulting and educational services to individuals, couples, families, groups and organizations.

From November 1995, for several months I worked intensively on developing and organizing my first postgraduate training program in Gestalt therapy as well as creating and developing the structure and strategy of my Gestalt training institute: the name, logo, mission and values statements, etc.

The name: Gestalt Studies Center of Kaunas

At first I wanted to name my organization Kaunas Gestalt Institute but at that time a private organization was not allowed to hold the name of Institute. Therefore, in creating the name of my organization I emphasized that it was primarily oriented to providing educational services in the field of Gestalt therapy.



Logo of Gestalt Studies Center of Kaunas

The logo of Gestalt Studies Center of Kaunas shows some links with the logo of the Gestalt Institute of Cleveland (GIC) and expresses the idea that GIC is my Gestalt homeland.



Logo of Gestalt Institute of Cleveland

During the process of creation of this logo I made about 50 different figures and finally came to this symbolical expression of the visual identity of Gestalt Studies Center of Kaunas.

Logo of Gestalt Studies Center of Kaunas embodies and expresses several important universal principles and Gestalt concepts:



1. ***The visual expression of Gestalt*** – a complete shape, form, configuration, which is holistic by its nature. Holistic doctrine is one of the foundations of Gestalt therapy (Perls, 1973). The basic notion of holism says: the whole is greater than the sum of its parts.
 - These eight interrelated circles form a new complete shape, form, configuration which is greater than and different to the sum of eight circles.

2. ***Polarities and healthy functioning*** – the concept of polarities in Gestalt therapy is applied in many different areas: to polarities of the self (Zinker, 1977); to polarities of contact functions (Wheeler, 1991); to therapeutic work with particular types of polarities: top dog/under dog (Perls, 1969), etc. The Gestalt view of healthy functioning emphasizes awareness and integration of intrapersonal polarities as well as extending the polarity and with it the range of the continuum between polarities (Mann, 2010).
 - The relationship of four interrelated red circles and four green interrelated circles expresses the idea of interplay and integration of polarities.

3. **Mandala** (Sanskrit: “circle”) – is a spiritual symbol in Hinduism and Buddhism, representing the Universe. Eight interrelated circles create some kind of mandala consisting of eight interconnected factors which support and affect each other in the creation of the wholeness of personality; they also show some connections of Gestalt therapy and Buddhism which is sometimes described as the noble eightfold path consisting of a set of eight interconnected factors or conditions that developed together, leading to liberation from suffering.

4. **Colours** – red and green colours carry specific meaning.
 - Red colour expresses: energy, excitement, action, power, motivation and determination.
 - Green colour expresses: growth, vitality, renewal, generosity, healing, balance and harmony.

5. **Movement, development and growth** – one of the Gestalt principles says that everything is the process and everything is in the process.
 - Along with the colours, the shapes of circles express movement, development and growth of Gestalt Studies Center of Kaunas as an organization as well as individuals, couples, families, groups and organizations taking part in our programs.

Mission statement of Gestalt Studies Center of Kaunas

“**GESTALT STUDIES CENTER OF KAUNAS** is a private organization, providing consulting and educational services to individuals, couples, families, groups and organizations in support of their personal, professional and organizational development since 1994.”

“**Our Mission** is to help individuals, couples, families, groups and organizations to solve their problems and to achieve their full development and growth by maximizing their personal, professional and organizational capabilities through consultation, training and research.”

The Statement of Values (*which was based on the statement of Gestalt therapy principles emphasized by GIC*):

1. **Growth.** We believe that every individual (or organization) can be healthy, being able to adapt oneself creatively and grow. The objective of Gestalt therapy methods is developing awareness of the individual, helping to perceive and overcome obstacles which hamper the development of the individual (or the organization) and find new creative ways to reach the balance between the individual (or the organization) and the surrounding environment.
2. **Experience.** We try to raise people's awareness by the means of pointing out direct perception of the experience, trying new forms of behaviour, and by combining this experience with intellectual understanding.
3. **Present.** We pay particular attention to what appears at the present moment, here and now, because we consider the immediate conscious experience of the present moment to be the gate to the past, present and future, which leads to understanding the individual (or organization) oneself, and to development and growth.
4. **Individual or organization as a whole.** The word "Gestalt" as translated from German means a complete shape, form, configuration, and free translation – "a perceived whole". This means that we look at a person, group or organization as a dynamic, integrated whole. Our physical, emotional, intellectual, spiritual aspects are in constant action to strive for balance inside ourselves and with the outside world. Also, all organization structures and processes are interrelated organizational parts of the whole. Seeking an adequate development and growth of the individual (or organization), we pay attention to each of these aspects and the whole.

On March 27 1996, after several months of intensive and creative work, I reorganized my private consulting firm (R. A. Stelingis firm) into the first Gestalt training institute in Lithuania: R. A. Stelingis firm Gestalt Studies Center of Kaunas.

5. Educational activities/training programs of R. A. Stelingis firm Gestalt Studies Center of Kaunas officially approved by Kaunas Department of Education

In order to add more formal weight and recognition to the postgraduate training program in Gestalt therapy methods of Gestalt Studies Center of Kaunas, I decided to go through a formal accreditation procedure regarding continuing education. In addition, formal recognition of continuing education was especially important for professionals (medical doctors, psychologists, social workers, teachers, etc.)

I had to provide Kaunas Department of Education with a lot of documentation: formal certificates of R. A. Stelingis firm Gestalt Studies Center of Kaunas, my prior educational and Gestalt therapy training certificates, the curriculum, structure and methodology of training programs, place and conditions of educational activities, etc.

My application for accreditation was successful, and from January 1996 all educational activities/postgraduate training programs of R. A. Stelingis firm Gestalt Studies Center of Kaunas were officially approved by Kaunas Department of Education, following the regulation of Ministry of Education and Sciences of Lithuania regarding continuing education. According to my knowledge, this postgraduate training program in Gestalt therapy methods was the first, approved, long-term Gestalt therapy training program ever organized and led in Lithuania.

6. Creating and organizing the postgraduate training programs in Gestalt therapy

6.1 Creating and organizing the first postgraduate training program in Gestalt therapy: One-year training program in Working with Individuals

After finishing the Three-Year Post-Graduate Training Program in Gestalt Therapy Methods on November 13 1995, I worked intensively for several months on creating and organizing my first postgraduate training program in Gestalt therapy. On December 22 1995 I started the first postgraduate training program in Gestalt therapy, whose methodology was based on my learning at GIC, and from the personal experience gained from the first training workshops and programs I led in Lithuania.

The first training program in Gestalt therapy I organized and led was two years' postgraduate training program in Gestalt methods. This training program included: the One-year training program in Working with Individuals (stage 1 and stage 2), and the One-year training program in Working with Groups (stage 3 and stage 4). Each training program (One-year training program in Working with Individuals and One-year training program in Working with Groups) consisted of 150 hours (from 2011, 200 and 175 hours) and included theory and methodology of Gestalt therapy (theoretical and technical training, personal therapy), Gestalt group therapy, real therapeutic work with clients/patients, and supervision.

The first postgraduate one-year Gestalt therapy training program in Working with Individuals started on December 14 1995. Between 1995 and 2013 I organized and led 27 postgraduate one-year Gestalt therapy training programs in Working with Individuals and a total of 222 students have participated in these training programs.

This program was based on the methodology I learned at GIC as well as from personal experience gained from my first training programs in Lithuania. I adapted this program in many ways. First of all I structured this program, and later on all other training programs, as separate training units: one-year programs (these later became part of a major postgraduate training program in Gestalt therapy following the training

standards of EAGT). This model became very successful, partially I think because the student, after finishing the one-year program, already had the basic knowledge and skills to apply Gestalt therapy when working with some social systems (individuals or groups; later on, with organizations or couples and families; or take a specialized program), and could decide whether or not to continue with Gestalt therapy training when working with other social systems.

Regarding the training program curriculum, I have expanded and especially emphasized the modules about the therapeutic aspects of the relationship between the therapist and client, as well as different forms of experiments applying the Polsters' model of the structure of different forms of Gestalt experiments (Polster and Polster, 1973). Also, I added important practical work topics about the setting of therapeutic counselling and the physical environment and the emotional and ethical principles, values and boundaries of the therapist and client contact.

Regarding theoretical material, I had to find the correct Lithuanian words to describe some Gestalt therapy words and concepts simply because they did not exist in the Lithuanian language, such as, forms of resistances or even the word Gestalt. (For example, in order to register the name Gestalt Studies Center of Kaunas I had to turn for legal advice to the State Commission of Lithuanian Language because of the word Gestalt).

At the end of this program I included an appropriate form of examination – term paper preparation, presentation (oral and written), and defence, based on self-dependent psychotherapeutic consultation with real clients (1-4 consultations). In my opinion (and later on that was proven by feedback from students) the term work stimulated students to summarize all elements of their Gestalt therapy training as well as to reflect on their theoretical and practical knowledge and skills of applying Gestalt therapy in working with individuals.

Detailed description of the training program is presented in Appendix No. 1.

6.2 Creating and organizing the second postgraduate training program in Gestalt therapy: One-year training program in Working with Groups

The first One-year training program in Working with Groups started on September 16 1996. From 1996 to 2013 I have organized and led 11 postgraduate one-year Gestalt therapy training programs in Working with Groups (approximately every two years), and a total of 113 students have participated in these training programs.

This program was based on the Working with Groups methodology I learned at GIC. Besides that I have understood that I have to adapt this program in some ways according to my views as a Gestalt therapist and some expectations of my students. First of all, I have structured this program as a separate training unit – a one-year training program. In this program I have placed a stronger emphasis on the psychotherapeutic approach of working with groups (compared with the program of GIC). For example, in the training program curriculum I added what, in my opinion, are very important topics (mostly based on the works of I. D. Yalom (Yalom, 1995)) about therapeutic factors of group therapy, the main functions of the group leader, basic principles of creation and composition of the therapy group, and the main features of short- and long-term group therapy.

I have also added modules about the therapeutic aspects of the relationship between therapist (group leader) and clients (group members) as well as practical topics about the setting of group therapy, and the ethical principles, values and boundaries of the therapist and client contact. In addition, I have expanded the training part about experiments, applying the Polsters' model of the structure of different forms of Gestalt experiments (Polster and Polster, 1973).

Moreover, at the end of this program I also included an appropriate form of examination – term paper preparation, presentation (oral and written) and defence, based on self-dependent Gestalt group work with real clients (1-4 Gestalt group sessions). The term work has helped students to summarize all elements of their training as well as to reflect on their theoretical and practical knowledge and skills of applying Gestalt therapy in working with groups.

Detailed description of the training program is presented in Appendix No. 2.

6.3 Expanding my professional boundaries and creating and organizing the third one-year postgraduate training program: One-year postgraduate training program in the Gestalt Approach to Organization Development

Expanding my professional boundaries

The majority of students of the first postgraduate training programs in Gestalt methods of GSCK were participants from the helping professions (mostly psychologists and medical doctors), but about one third came from other professions and among them were people from organizations. Moreover, in my private practice I have had a lot of clients from business organizations: owners, chief executive officers, chief managers, etc., who were seeking not only personal help but also raising professional questions. Also, I have discovered that very often the personal and professional issues and problems of my clients were closely interrelated. In addition, I was asked by some of my business clients to teach them, their colleagues and members of their organizations, some skills and methods of working with people in organizations. Therefore, I have prepared and conducted several successful workshops for business organizations (mostly about applying Gestalt methods to coaching individuals and working with groups and teams).

At the same time I felt that I needed to have more experience, knowledge and skills in applying Gestalt therapy principles in Organization Development and consulting. All my prior experience in Organization Development came from my third Gestalt training program – Working with Groups at GIC (applying the same principles of working with groups to working with teams in the organizational environment), and from my personal experience leading several business workshops, as well as from my personal reading about applying the Gestalt approach to Organization and Systems Development (especially I would like to emphasize the books of Edwin C. Nevis (Nevis, 1987) and Uri Merry and George Brown (Merry and Brown, 1987).

Therefore in 1997 I decided to expand my professional boundaries and add one more level to my professional practice in applying the Gestalt approach to larger social

systems: business and organizations. To come to this decision, I was helped a lot by the generosity of the faculty of GIC. I was awarded a full tuition scholarship for the International Organization and System Development Program (\$8,600) but was still responsible for all other costs involved in the program: travelling to five different countries, all housing expenses, meals, etc. Without this scholarship I would not have been able to study on the program, because the other expenses involved (around \$5,000) was still a big financial obligation for me.

In May 1997 I started the International Program in a Gestalt Approach to Organization and Systems Development conducted by the Gestalt Institute of Cleveland (GIC) and the Institute of Gestalt Oriented Organizational Consulting (IGOR, Frankfurt, Germany) and completed this program in September 1998. This training program consisted of 190 hours and was divided into five sessions (each session consisted of seven days) which were held in five different countries. During that program I studied and consulted organizations applying the Gestalt approach in the United Kingdom, the Netherlands, Israel, the USA, and Spain. This program was based on the Organization and Systems Development Program of GIC, which was the first to apply Gestalt therapy principles to the field of organization consulting. The International Program in a Gestalt Approach to Organization and Systems Development had four major foci: the Gestalt framework, developing systems, designing interventions and strategies, and developing professionals. A variety of experiential methods were used in this program including participation in various experiential groups, role play, demonstrations, and practising consulting skills working in teams with actual clients. We had the opportunity to practise the Gestalt approach on the different levels of systems: working with individuals, dyads, groups and organizations. Among my teachers were world-known Gestalt therapists and Gestalt-oriented Organization Development consultants: E. C. Nevis, S. Gaffney, J. Hanafin, and C. Stratford from GIC, as well as E. Rottgers-Ferchland and J. Ferchland from IGOR. The highly experienced international faculty and the training group of 36 students coming from 15 countries (Benin, Britain, Denmark, Germany, India, Israel, Lithuania, Mexico, the Netherlands, Norway, Northern Ireland, Singapore, Sweden, Tanzania, and the USA) established an extremely diverse and creative international learning community that in many ways reflected and helped me to become more aware of the multicultural realities. The International Program in a Gestalt Approach to Organization and Systems Development, amongst

other things, especially increased my professional abilities to observe, differentiate and attend to the process on four levels of social system (individual, dyad, group and organization) as well as to choose and practise interventions at each level. This program and the international experience not only expanded my professional boundaries and gave me the opportunity to be part of an international network of Gestalt practitioners (leaders of organization, managers, organizational consultants, therapists, etc.) but also gave me more personal and organizational confidence and trust as well as some personal visions in the organizational field.

Creating and organizing the third one-year postgraduate training program: One-year postgraduate training program in the Gestalt Approach to Organization Development

In October 1998, being aware of the need of some students to have a clear understanding and the tools of applying Gestalt methods in working with larger social systems than individual, couple or group, I created and organized the third one-year training program in Gestalt methods – One-year postgraduate training program in Gestalt approach to Organization Development, based on the model of GIC in the Gestalt approach to Organization and Systems Development (OSD). The OSD Program of GIC was the first training program of its kind to integrate principles of Gestalt, Organization Development and general systems theory into a coherent curriculum (Tolbert, 2004).

The One-year postgraduate training program in the Gestalt approach to Organization Development of GSCK was the first Organization and Systems Development program in the Gestalt approach ever organized in Lithuania. This program became another successful one-year postgraduate training program in Gestalt methods and up to now I have organized (every 2 years) and led 8 one-year postgraduate training programs in Gestalt approach to Organization Development; 97 students in total have participated in this training program.

Despite the fact that this training program was based on the model of GIC in the Gestalt approach to Organization and Systems Development, I was aware of the need to adapt this program to the cultural differences and historical circumstances of the development of organizations in Lithuania. In creating this program, I have included

some topics of basic knowledge of Organizational Development: vision, mission, culture, structure and strategy, basic tools and methods of organization assessment, as well as topics of professional and ethical principles of the Gestalt practitioner working with organizations. At the end of the program I also created an appropriate form of examination - term paper preparation, presentation (oral and written) and defence, based on the real consultancy work with real client systems (organizations).

In order better to understand Organizational Development in general, as well as to create this training program, I have read around 20 books in this field (Appendix No. 3). Among this literature the most influential books and those which have especially increased my knowledge of Organization Development (OD) and helped to prepare the training program were: the book of Prof. W. Warren Burke, which provided a comprehensive overview of the field of Organization Development (Burke, 1994); and the practical guide in the field of organizational development written by experts of OD (Rothwell, J. W., Sullivan, R. and McLean, N. G. (Eds.), 1995). But the most influential theoretical source was the book of Edwin Nevis – the patriarch of the Gestalt approach to Organization Development and Consulting (Nevis, 1987), which became the theoretical cornerstone of the One-year postgraduate training program in the Gestalt approach to Organization Development.

As I have mentioned before, since 1997 I have organized 8 One-year postgraduate training programs in the Gestalt approach to Organization Development and 97 students in total have participated in these training programs. Among the students were not only Gestalt therapists who came to the program in order to fulfil training standards or to expand their knowledge and skills in Organization Development and Consulting but also business people (consultants, managers, HR officers, etc.) working in organizations. Participants of the program have come from a wide range of organizations well-known in Lithuania, including: A. Abisala ir partneriai (Lithuania, UAB); Biosola (Lithuania, UAB); Delta Tours (Lithuania, UAB); Eoltas (Lithuania, UAB); GlaxoSmithKline Lithuania (England, Representative office in Lithuania); Femina Bona (Lithuania, UAB); ISM University of Management and Economics; Kaunas University of Technology; Physical Culture Academy of Lithuania; Lithuanian Textile Production (Lithuania-Denmark, UAB); and Pirmas Žingsnis (Lithuania, UAB).

The detailed description of the training program is presented in Appendix No. 3.

6.4 Creating and organizing the fourth one-year postgraduate training program in Gestalt therapy: Specialized (advanced in Gestalt psychotherapy) training program

Collaboration with EAGT contributed to the professional training standards in Gestalt therapy of LGA and GSCK. In order to reach the training standards of EAGT, in May 1999 I created and organized the fourth training program in Gestalt therapy – the Specialized (advanced in Gestalt psychotherapy) training program. From 1999 to 2010 I have organized (every two years) and led six postgraduate one-year Specialized training programs, and 59 students in total have participated in these programs.

In 2010, in order to shorten the duration of the Gestalt psychotherapy training program, the Specialized program was integrated into other training programs (mostly into the postgraduate One-year Gestalt therapy training program in Working with Individuals).

Despite the fact that this training program was based on basic methodological principles I learned at GIC, this program became my first long-term integrated training program which was mostly based on my personal experience as a Gestalt therapist and Gestalt therapy trainer.

First of all I structured this program also as a separate training unit – a one-year training program. In this program I especially emphasized the psychotherapeutic approach of applying Gestalt therapy in working with various disturbances (compared with the Working with Individuals training program) and created important clinical topics such as: a mental disorders system regarding the therapeutic effect of Gestalt therapy; a Gestalt psychotherapy approach to psychopathology and psychopathological disturbances; and Gestalt therapy clinical applications.

In the training program curriculum I also included important topics about therapeutic factors of individual therapy (based on my personal experience and research work with individual clients and on the works of I. D. Yalom (Yalom, 1995)), and as well as the main features, created short- and long-term individual Gestalt therapy and topics about working in therapy with phenomena of shame, guilt and anxiety.

I covered what is, in my opinion, the very important topic of the phenomena and landmarks of working with transference and counter-transference in individual Gestalt

psychotherapy, which for a long time was neglected or underestimated in Gestalt therapy.

At the end of this program I also created an appropriate form of examination – term paper preparation, presentation (oral and written) and defence, based on self-dependent Gestalt therapy work with real clients (2–4 Gestalt therapy sessions).

The detailed description of the training program is presented in Appendix No. 4.

6.5 Creating and organizing the fifth one-year postgraduate training program in Gestalt therapy: Working with Couples and Families training program

During the previous Gestalt therapy training programs, my students often raised questions about how Gestalt therapy is applied to working with couples and families. Besides that, I was aware that students have a need to know the specifics of working with children and adolescents in Gestalt therapy. Therefore in September 2003 I created and organized the fifth one-year postgraduate training program in Gestalt therapy – Working with Couples and Families training program – which has filled this gap of specific knowledge and skills and become one of the most successful training programs of GSCK. From 2003 to 2013 I have organized (every two years) and led six postgraduate one-year Gestalt therapy training programs in Working with Couples and Families and 71 students in total have participated in these training programs.

The basic knowledge I applied in creating this program came from my personal Gestalt therapist experience of working with couples, families and children as well as from training programs, workshops, and conferences in which I have participated. Besides that, I have read a lot of literature about Gestalt therapy with couples, families and children. I would especially like to emphasize the book of Joseph Zinker (Zinker, 1994) which significantly influenced my theoretical background of working with couples and families and supported me in creating the training program; as well as the model of working with couples and families created by Joseph Zinker and Sonia March Nevis which became one of the main cornerstones of my training program of working with couples and families.

At the end of the program, in order to summarize and reflect on all the elements of theoretical and practical training of working with couples and families, I created an appropriate form of examination – term paper preparation, presentation (oral and written) and defence, based on self-dependent Gestalt therapy work with real couples or family (1-3 Gestalt couple or family therapy sessions).

The detailed description of the training program is presented in Appendix No. 5.

7. Creating and organizing Gestalt psychotherapy marathon (Gestalt group therapy marathon)

Overview of Gestalt Psychotherapy Marathon

In June 2000, I created and organized the first Gestalt psychotherapy marathon (Gestalt group therapy marathon), which consisted of 20 hours of Gestalt group therapy. Since then I have led 15 Gestalt psychotherapy marathons in which 119 participants took part in total. Each Gestalt psychotherapy marathon has consisted of 18–30 hours (average: 25 hours) of Gestalt group therapy. The Gestalt psychotherapy marathon became an integral part (as personal Gestalt group therapy) of the Gestalt psychotherapy training program for students seeking to fulfil the training standards.

Gestalt psychotherapy marathon is intended for:

- Students who are participating in the Gestalt therapy program.
- Persons participating in Gestalt therapy programs for the first time after assessing the candidate's personal readiness to participate in Gestalt psychotherapy marathon.

The key features of Gestalt psychotherapy marathon:

- Rapid development of the group.
- Active experimental work on different levels of group system.
- Emotional intensity of the experience.

Gestalt psychotherapy marathon participants have the opportunity to:

- Better understand themselves and their relationship with others.
- Increase awareness of the different sides of their personality.
- Solve problems and complete unfinished business.
- Experiment and try out new forms of behaviour.
- Seek personal integrity and harmonious development.

In order to understand better the therapeutic impact of intensive Gestalt group therapy (and give feedback for students of training programs) I have invented the

special evaluation form of therapeutic factors (adapted from the 60 therapeutic factors list described by I. D. Yalom (Yalom, 1995)), and every participant evaluates the therapeutic factors right after finishing the Gestalt psychotherapy marathon indicating the most important 10 therapeutic factors for them out of 20 listed therapeutic factors. I am using the data of this research in the training program of Working with Groups to describe some features of short-term Gestalt group therapy.

8. Organizing and leading Gestalt therapy supervision

From approximately 2000, I became especially interested in the field of Gestalt therapy supervision since more and more graduates of GSKC started working as Gestalt therapists and the need for high standards in Gestalt therapy supervision was growing. For example, I participated for the first time in the 7th EAGT Conference for Gestalt Therapy (Stockholm, Sweden, September 13–16, 2001), and I was impressed by the workshop on supervision and live supervision demonstration conducted by Kenneth Evans.

Almost ten years after this event, on May 8 2010 at the 13th Conference of LGA, I gave a presentation on my views about Gestalt therapy supervision (which are based on the psychotherapy supervision models of Peter Hawkins and Robin Shohet and also Maria Gilbert and Kenneth Evans) which also described the model, structure and process of Gestalt therapy supervision (Presentation at the annual conference of LGA: “Supervision – the way to professional mastery”. (*LGA Naujienu*, No. 10 priedas {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>).

My supervision style is based on Peter Hawkins and Robin Shohet (Hawkins and Shohet, 2000) as well as Maria Gilbert’s and Kenneth Evans’s work on psychotherapy supervision (Gilbert, C. M. and Evans, K. 2000).

During my work in Gestalt psychotherapy training programs I went through several stages of my development as a Gestalt supervisor and used several models and structures of individual and group supervision. Since 2003, in addition to an individual supervision and the large group supervisions (7–12 group members) which took place at the end of every postgraduate training program in Gestalt therapy (10–12 hours), I started using small groups supervision (3–6 group members) as part of the training program in Gestalt psychotherapy and was mostly supervising students of the postgraduate training programs in Gestalt therapy.

In my group supervision format the supervisee usually presents a specific case from his consultative/therapeutic work with an individual client, couple, family, group or organization; we can also focus on his specific consultancy work patterns and dilemmas or explore individual issues of his professional development.

In order to achieve sufficient cohesion of the group, the supervisee is required to participate in at least six supervision sessions. In each supervision session every

supervisee has the opportunity to present his case, since one group supervision lasts four hours and ten minutes and supervisees number from 3–6. We meet approximately once per month and have 12 group supervision sessions per year (50 hours of group supervision per year).

On May 30 2012, I was awarded the European Certificate for an Accredited Supervisor by EAGT which confirmed that I have acquired expertise as an accredited supervisor for Gestalt therapy in accordance with the regulations of EAGT. This became the first EAGT Certificate for an Accredited Supervisor in Lithuanian psychotherapy history.

9. Creating training standards of Gestalt Studies Center of Kaunas (GSCK) in accordance with the training standards of the European Association for Gestalt Therapy (EAGT)

From 1995 to 1998, GSCK was offering three postgraduate one-year training programs in Gestalt therapy (Working with Individuals, Working with Groups and Organization Development) which were in some sense interrelated programs, forming in total the three-year postgraduate training program in Gestalt methods. But at that time we did not have formal and clear training standards which would clearly delineate the boundaries of the education of the Gestalt therapist.

Professional collaboration with the European Association for Gestalt Therapy (EAGT) (which started in 1999 when I established the first contacts with EAGT) contributed greatly to the training standards of GSCK.

In order to reach the training standards of EAGT, in May 1999 I created and organized the fourth training program in Gestalt therapy – the Specialized (advanced in Gestalt psychotherapy) training program as well as formed and depicted the formal training standards of GSCK.

In September 2000, GSCK was accepted as an Associate Member of EAGT (see http://www.eagt.org/training_institutes_list.htm), and the postgraduate training program in Gestalt therapy of GSCK was approved as meeting the EAGT training standards and providing an integrated specialist training program in Gestalt therapy.

Since 2000 the training standards of GSCK have gone through several developmental changes.

In 2003, being aware that students have a need to know the specifics of working in Gestalt therapy with couples, families, children and adolescents, I created the fifth one-year postgraduate training program in Gestalt therapy – Working with Couples and Families training program. This training program was created in accordance with the training standards of EAGT and incorporated into the overall Gestalt psychotherapy training program of GSCK.

All five postgraduate one-year training programs in Gestalt therapy – Working with Individuals, Working with Groups, Organization Development, Specialized, and Working with Couples and Families program – formed in total the five-year

postgraduate training program in Gestalt methods which was created in accordance with the training standards of EAGT; this has become the biggest integral part of the Gestalt psychotherapy training program of GSCK.

In 2004, in order to establish an intermediate qualification for Gestalt practitioners, I created a new level of qualification – that of Gestalt Counsellor – but the final requirements for the Gestalt Psychotherapist qualification always remained in line with the training standards of EAGT.

In 2010, in order to shorten the duration of the Gestalt psychotherapy training program (from five years to four years), the Specialized program was integrated into other training programs (mostly into the postgraduate one-year Gestalt therapy training program in Working with Individuals); and the five-year postgraduate training program in Gestalt methods was reorganized into the four-year postgraduate training program in Gestalt psychotherapy in accordance with the training standards of EAGT.

In 2011, in order to foster the experience of different styles of work in Gestalt therapy, I have acknowledged some number of hours (50 hours of theory and methodology in the field of Gestalt therapy; 25% of all hours of personal Gestalt therapy) which can be done in other national or international Gestalt institutes and associations which provide Gestalt therapy training in accordance with the training standards of EAGT.

Regarding the training staff of the Gestalt psychotherapy training program of GSCK, I was following the requirement of EAGT that the faculty of the training program in Gestalt therapy have to be in accordance with training standards of EAGT (for instance: one of the requirements of the training standards of EAGT says that a trainer is a Gestalt therapist with at least five years' experience as a Gestalt therapist. He or she must hold the EAGT certificate.)

Due to the lack of Gestalt therapy professionals whose education was at EAGT level, and because of my professional ambitions to provide Gestalt therapy training at the highest professional level, from 1996 to 2012 the major part of the Gestalt psychotherapy training program was provided by myself, and several of my former students (Solveiga Blažienė, MD; Aidas Gytenis Giedraitis, MD; Rokas Ryselis, MD) took part in this program as Gestalt trainers in some specialized areas (for instance: working with body process; Gestalt psychotherapy approach to psychopathology and

psychopathological disturbances; general psychopathology; Gestalt therapy clinical applications; Gestalt psychotherapy with psychopathological disturbances).

Despite the fact that their Gestalt therapy training was not completely at EAGT level, all of them were graduates of the four- or five-years postgraduate training program in Gestalt therapy of GSCK as well as being experienced professionals in their fields (medical practice, psychiatry and Gestalt psychotherapy).

The significant changes in involving more professionals in the Gestalt psychotherapy training program started in 2009, when the Lithuanian Gestalt Association (LGA) had been accredited as an NOGT (National Organization for Gestalt Therapy) according to the standards of EAGT and the Lithuanian Certificates of Gestalt Psychotherapist and Gestalt Counsellor were established by LGA (see chapter 12). Since that time more and more students of GSCK started seeking Gestalt psychotherapy training at EAGT level because now they could receive the European Certificate of Gestalt Psychotherapy; additionally, the project of establishing psychotherapy practice law in Lithuania (which started in 2011) accelerated this process.

In relation to these changes, during the last several years I have started recruiting and preparing more training staff. I hope that the higher number of professional faculty is going to increase the quality of the Gestalt psychotherapy training program in many ways. For instance, it helps to differentiate the different roles of Gestalt trainers, therapists and supervisors as well as to expand the pool of professional knowledge of the faculty. Also, I know from my personal experience and the feedback of trainees that important learning comes through observing and experiencing different personal and professional styles of a large number of experienced faculty members.

There are now seven faculty members in the Gestalt psychotherapy training program of GSCK: Rytis Artūras Stelingis, MD; Aidas Gytenis Giedraitis, MD; Gražina Sapiėgienė, MA; Lina Jurkšaitė-Pačėsienė, MA; Laima Sapežinskienė, Ph.D; Viktorija Kavaliauskienė, MA; and Jurgita Vozgirdaitė-Kučaitienė, MA (see <http://www.gestalt.lt/mokymo-programos-personalas>). Four of them (R. A. Stelingis, A. G. Giedraitis, G. Sapiėgienė, L. Jurkšaitė-Pačėsienė) are Gestalt psychotherapists (holding the certificates of Gestalt psychotherapist of LGA and EAGT) who participate in the training program at the qualification levels of Gestalt Counsellor and Gestalt Psychotherapist; and three of them (L. Sapežinskienė, V. Kavaliauskienė, J. Vozgirdaitė-Kučaitienė) are Gestalt counsellors (holding the certificates of Gestalt

Counsellor of LGA) who take part in the training program at the qualification level of Gestalt Counsellor.

Since more and more students in Lithuania are seeking Gestalt psychotherapy training at EAGT level, I have a vision that in two to three years from now the faculty of GSCK will increase to around 15 permanent faculty members as well as having several visiting faculty members from the international Gestalt community.

Finally, after all these developmental changes, I have created current training standards which are in accordance with the regulations of LGA and EAGT.

Training standards of Gestalt Studies Center of Kaunas

Entry and Assessment

Entry to the Gestalt psychotherapy training program is at postgraduate level as follows. The entrance level of prior education is at least a bachelor degree or equivalent in the field of the helping professions or the social sciences.

➤ ***Assessment at entry includes:***

1. A written statement of educational and work background.
2. An experiential assessment during personal interview.

➤ ***Continuous assessment includes an annual assessment which takes different forms: personal interviews; evaluation of the learning outcomes of the training program.***

➤ ***Final assessment includes a thesis preparation and defence (written and oral).***

The Gestalt psychotherapy training program consists of two levels and includes two levels of qualification:

1. The qualification level of Gestalt Counsellor (Table No. 2).
2. The qualification level of Gestalt Psychotherapist (Table No. 3).

TABLE – No. 2**The qualification level of Gestalt Counsellor (820 hours)****The qualification level of Gestalt Counsellor includes:**

- A. At least three years of higher education (bachelor degree or equivalent education).
- B. Gestalt psychotherapy training program consisting of 820 hours:
 1. Theory and methodology – 600 hours.
 2. Personal Gestalt therapy – 120 hours. (Individual therapy – 20 hours and Group therapy – 100 hours.)
 3. Supervision – 50 hours. (Individual and/or group supervision.)
 4. Consulting/therapeutic practice – 50 hours.

The qualification level of Gestalt Counsellor consists of:

1. The four one-year postgraduate training programs in Gestalt methods (includes: Theoretical and methodological part (575 hours); Group therapy (100 hours); and Supervision (50 hours); Total – 725 hours) consists of:
 - Working with Individuals training program (200 hours);
 - Working with Couples and Families training program (175 hours);
 - Working with Groups training program (175 hours);
 - Organizational Development training program (175 hours).
 2. Individual Gestalt therapy – 20 hours.
 3. Consulting/therapeutic practice – at least 50 hours.
 4. Final thesis preparation and examination – 25 hours.
- ❖ The student who fulfils the requirements of the qualification level of Gestalt Counsellor and successfully defends his thesis receives the Diploma of Gestalt Counsellor with recognition of Gestalt Counsellor qualification.

TABLE – No. 3**The qualification level of Gestalt Psychotherapist (1,450 hours)****The qualification level of Gestalt Psychotherapist includes:**

- A. At least 3 years of higher education (bachelor degree or equivalent education).
- B. Gestalt psychotherapy training program, consisting of 1,450 hours:
 1. Theory and Methodology – 600 hours.
 2. Personal Gestalt therapy – 250 hours. (Individual therapy – 50 hours and Group therapy – 200 hours.)
 3. Supervision – 150 hours. (Individual and/or group supervision.)
 4. Therapeutic practice – 400 hours. (The practice should last at least two years.)
 5. Personal therapy, supervision, training programs, conferences in the field of Gestalt therapy according to the individual needs of the student – 50 hours.

The qualification level of Gestalt Psychotherapist consists of:

1. The four one-year postgraduate training programs in Gestalt methods (includes: Theoretical and methodological part (575 hours); Group therapy (100 hours); and Supervision (50 hours); Total – 725 hours) consists of:
 - Working with Individuals training program (200 hours);
 - Working with Couples and Families training program (175 hours);
 - Working with Groups training program (175 hours);
 - Organization Development Training Program (175 hours).
 2. Individual Gestalt therapy – 50 hours.
 3. Group Gestalt therapy – 100 hours.
 4. Supervision – 100 hours. (Individual and/or group supervision.)
 5. Consulting/therapeutic practice – at least 400 hours.
 6. Other training programs, seminars and conferences in the field of Gestalt therapy according to the individual needs of the student – 50 hours.
 7. Final thesis preparation and examination – 25 hours.
- ❖ The student who fulfils the requirements of the qualification level of Gestalt Psychotherapist and successfully defends his thesis receives the Diploma of Gestalt Psychotherapist with recognition of Gestalt Psychotherapist qualification.

Summary

The summary of graduates who have finished the different postgraduate training programs in Gestalt methods and completed different levels of Gestalt therapy training (Table Nos. 4, 5) shows the most popular training program in Gestalt therapy is the One-year postgraduate training program in Working with Individuals (222 students have finished this training program from 256 students in total who completed at least the one postgraduate training program in Gestalt methods). Slightly more than half of the students (55%) completed two of the one-year postgraduate training programs (usually Working with Individuals training program and either Working with Groups or Working with Couples and Families training program). 52 students have finished the four-year postgraduate training program (20% of all students).

Since June 2009, when the qualification levels of Gestalt Counsellor and Gestalt Psychotherapist were established, eight students have reached the qualification level of Gestalt Counsellor (see <http://www.lga-gestalt.lt/lga-sertifikatas/lga-sertifikuoti-konsultantai-23/lt/>) and four students the qualification level of Gestalt Psychotherapist (see <http://www.lga-gestalt.lt/lga-sertifikatas/lga-sertifikuoti-psichoterapeutai-22/lt/>).

The summary shows (Table No. 5) that during the last four years (since June 2009) only about 12 students (approximately 5% of all students) have reached Gestalt therapy training in accordance with EAGT standards (and in my estimation approximately four students are going to reach those standards in the one-year period); this is a quite low percentage of students who are seeking EAGT training standards. In my opinion there are several reasons that only a few students until now have reached the qualification levels of Gestalt Counsellor (3.13% of all students) and Gestalt Psychotherapist (1.56% of all students). Partly this can be explained by the fact that the majority of students choose one particular training program – the one they really need (usually Working with Individuals training program because the majority of psychotherapy practitioners practise only individual psychotherapy). One of the main reasons that the majority of students do not follow the high EAGT training standards is that we do not have any legal training requirements to practise psychotherapy in Lithuania. If a psychologist, medical doctor or social worker additionally practises psychotherapy, then this is not regulated by law. Bearing in mind that in Lithuania we do not have psychotherapy practice law, the legal requirements of psychotherapy training for the majority of students to reach the high standards (EAGT standards) for

the qualification level of Gestalt Psychotherapist means it is not attractive enough because of the high consumption of time, energy and finances.

TABLE – No. 4

Summary of graduates who have finished the different postgraduate training programs in Gestalt methods

The postgraduate one-year training programs in Gestalt methods	The number of programs in total	The number of graduates in total
Working with Individuals (from 1995 to 2013 the program took place every year)	27	222
Working with Groups (from 1996 to 2013 the program took place every second year)	11	113
Organization Development (from 1998 to 2013 the program took place every second year)	8	97
Working with Couples and Families (from 2003 to 2013 the program took place every second year)	6	71
Specialized (from 1999 to 2010 the program took place every second year)	6	59

TABLE – No. 5

Summary of graduates who have completed different levels of Gestalt therapy training in accordance with the training standards of Gestalt Studies Center of Kaunas

Years of training	Number of graduates	Percentage of graduates
1 year (from 1996 to 2013)	256	100%
2 years (from 1997 to 2013)	140	55%
3 years (from 1999 to 2013)	77	30%
4 years (from 1999 to 2013)	52	20%
The qualification level of Gestalt Counsellor (from 2009 to 2013)	8	3.13%
The qualification level of Gestalt Psychotherapist (from 2009 to 2013)	4	1.56%

10. The influence of physical environment and space conditions on the development of the Gestalt therapy training at Gestalt Studies Center of Kaunas (GSKC) and the activities of Lithuanian Gestalt Association (LGA)

Another important line of development in my professional life, which influenced my practice as a Gestalt therapist as well as the structure, process and quality of Gestalt training programs, was the physical condition of the space where the consultations and training programs took place.

From September 1993, when I started my private practice as a Gestalt therapist, until December 1995, when I started the first postgraduate training programs in Gestalt therapy, I was working and consulting my clients in a small office at the place where I lived.

From December 1995 to December 2000, I rented a one-room office (around 20 square metres) in a good location of the old town in Kaunas. Therefore, during this period the Gestalt therapy training programs in Working with Individuals and Working with Groups took place in one room. Another two programs – training program in the Gestalt approach to Organization Development (the first program started in October 1998) and Specialized training program (started in May 1999) – were organized in a different location where I rented more rooms (around 50–60 square metres) in order to have the opportunity to work in different subgroups.

In August 2000, GSKC acquired its own property (a two-room office: 60 square metres in total with a possibility to expand the space) in the very heart of downtown Kaunas. During the next five years we went through two reconstructions. In 2003 we expanded the office space, building an additional two training rooms and the total space reached 104 square metres. In 2005 we reconstructed the training office again, building one more training room – the main training hall of 70 square metres and the total space of GSKC became 180 square metres, with five training rooms in total.

These spatial conditions significantly influenced and improved the structure and the process as well as the quality of Gestalt therapy training. We could not only admit more students to the training programs and have large group processes but also could

structure some parts of the training process for working in different subgroups of the training group as well as creating a more intimate process of learning.

Besides that, since 2001 the majority of activities of LGA (the annual conferences, Board meetings, some workshops, celebration events, etc.) could take place at the GSCK premises because there was enough space to hold up to 50 people during the different community meetings of LGA.

11. Establishing the first Gestalt communities in Lithuania: Kaunas Gestalt Club and Lithuanian Gestalt Association (LGA)

In 1997 the postgraduate training programs in Gestalt therapy at GSCK were recruiting more and more students. In the spring of 1997 the first student groups finished the first two-year training program in Gestalt therapy (One-year training program in Working with Individuals and One-year training program in Working with Groups). The circle of students, colleagues, professional fellows and friends who completed my Gestalt therapy training programs was developing, and quite soon those people unified a common ground: Gestalt therapy, starting to feel the need to unite, to collaborate and to share personal and professional experiences.

Therefore, on March 31 1997, I and some of my students (six founding members) created the first Gestalt community in Lithuania – Kaunas Gestalt Club. Kaunas Gestalt Club grew rapidly and after several months consisted of about 20 persons, since everyone who had completed at least the first stage (around 75 hours) of the postgraduate training program in Gestalt therapy could become a member of this non-profit Gestalt community. Kaunas Gestalt Club was never formally established as a formal organization/institution but had a formal structure (The Council of Kaunas Gestalt Club, which had some special responsibilities and functions to organize activities of the Club) and a statute with some written organizational rules, responsibilities and rights of the members. But the most important factor in the life of Kaunas Gestalt Club was the common Gestalt culture expressed in our values, attitudes, behaviour and relationships with each other. We shared the same beliefs, looking at the person as a whole being – as a dynamic and integrated unity made up of many important parts including physical, emotional, intellectual and spiritual aspects. We believed that every person can be healthy, being able to adapt oneself creatively and grow. Instead of making interpretations we tried to strengthen our personal and collective experience with the means of pointing out direct awareness of the experience, trying new forms of behaviour and connecting this experience with the intellectual understanding. We paid particular attention to what appears at the present moment, here and now, because we considered the immediate conscious experience of the present moment to be the gate to the past, present and future, which leads to understanding, development and growth of the individual.

Members of Kaunas Gestalt Club met every two weeks for several hours, practising and experiencing what they mostly needed and valued: some were leading personal growth groups and developing professional skills, some participating as group members and having impactful, personal experiences as well as sharing some personal and professional experiences. It is amazing but from its birth in 1997 until now, the non-profit Kaunas Gestalt Club has continuously existed, running personal growth groups every 2 weeks and with some of the original members still participating and leading these groups.

Despite the fact that Kaunas Gestalt Club was satisfying the personal needs of members, practical activities of the Club were mostly concentrated on personal development and growth. Quite soon we realized that even if personal growth played a very important role in our lives we needed to grow further as an organization and to go to the next level of development in order to satisfy the more professional needs of our members and the interests of the growing Gestalt community. The professional needs and issues were especially important to professionals (medical doctors, psychologists, social workers, etc.) for whom Gestalt therapy had played an important role in their professional work and development. We understood that we needed formal organization to unify people working in the field of Gestalt methods or in being interested in them. We realized that if we wanted to stimulate the interest in Gestalt therapy in Lithuania more vigorously, and raise the professional level of our members and Gestalt practitioners, we needed to organize educational and cultural activities, theoretical and practical courses, perform scientific research and application in the Gestalt therapy field, and publish scientific and informative material. Besides that, it was clear that we needed to have an association if we wanted to organize national and international conferences and to have contacts with Gestalt associations and organizations from other countries. It was obvious that we needed an association that would represent and support the members politically and legally in national and international institutions and professional organizations.

Kaunas Gestalt Club became as it were the original birthplace from which another more sophisticated, more professional and structured Gestalt organization was born – the Lithuanian Gestalt Association (LGA).

On April 19 1998, I and my students – 36 founding members in total – established LGA, the first professional organization for Gestalt therapy in Lithuanian

psychotherapy history. Since all founding members of LGA were my students I was unanimously elected and became the first President of LGA. LGA united psychologists, medical doctors, social workers, teachers and persons from some other professions – people who applied Gestalt therapy in psychotherapy, psychological counselling, educology, organizational consulting, etc., and have been working with various social systems in different areas of their professional life – people for whom the Gestalt approach became important in their professional and personal development.

Kaunas Gestalt Club became an integral and important part of LGA, both as an activity and in conveying to LGA the most vital thing – Gestalt culture and close relationships between the core members of LGA. The unwritten Gestalt culture of Kaunas Gestalt Club became explicit in the statute and symbols (as flag and logo) of LGA through the written and declared vision, mission and objectives statements, and values and principles of LGA as well as playing a very active role in our relationships and social activities.

In the statutes of LGA we have emphasized some important principles of Gestalt theory and practice (those were based on the Gestalt therapy values statement of GIC and GSCK):

- I. ***Growth.*** We believe that every individual (or organization) can be healthy, being able to adapt oneself creatively and grow. The objective of Gestalt methods is developing awareness of the individual (or the organization), helping to perceive and overcome obstacles which hamper the development of the individual (or the organization) and find new creative ways to reach the balance between the individual (or the organization) and the environment.
- II. ***Experience.*** Instead of making interpretations we try to strengthen our collective experience by the means of pointing out direct perception of the experience, trying new forms of behaviour and connecting this experience with intellectual understanding.
- III. ***Present.*** We pay particular attention to what appears at the present moment, here and now, because we consider the immediate experience of the present moment to be the gate to the past and the future, which leads to understanding the individual (or organization) oneself, and to development and growth.

- IV. ***Individual or organization as a whole.*** A free interpretation of the word “Gestalt” is “a perceived whole” and is holistic by its nature. It means that we take the individual or the organization as a dynamic and integrated unity. Our physical, emotional, intellectual and spiritual aspects are in a constant action to strive for balance inside ourselves, between each other and with the surrounding world. All the structures in the organization are correlated parts of the organizational whole, too. We pay attention to each of these aspects or parts separately and to the whole. We think that concentration on one part of the whole decreases development and growth of the individual or the organization.

We declared some main objectives of LGA:

- To unify people working in the field of Gestalt methods or being interested in them.
- To stimulate interest in Gestalt methods, organize teaching, theoretical and practical courses, and to raise the professional level of the members of the Association.
- To organize national and international seminars, conferences and teaching programs of Gestalt methods.
- To maintain contacts with Gestalt associations and organizations from other countries.
- To supply the members of the Association, other people and organizations with methodical and practical support.
- To organize educational and cultural activities (lectures, seminars, exhibitions, presentations, etc.).
- To perform scientific research and application activities in different fields of science (humanitarian, social, etc.).
- To publish scientific works, gather and distribute informative material.
- To undertake publishing activities.

When I look at these principles and objectives we made as a vision 15 years ago, I am proud to say that actually everything that was declared during the birth of LGA became true and even more.

An important thing was that we organized a clear structure and organizational procedures for LGA and our activities were strictly based on these structures and procedures:

- LGA activities are organized by the Congress, the Board and the Revision Committee of LGA.
- The Congress is the supreme organ of LGA.
- The Congress is held at least once per year (to date, 15 congresses of LGA have taken place and the 16th congress is coming in May 2013).
- The Congress confirms, revises and supplements the LGA Statute, elects the Board and the Revision Committee; hears the Board and Revision Committee's accounts; considers the matters of stopping LGA activities.
- The Congress can delegate acceptance of new real and associated members and members of honour to the Board (delegating to the Board the right to accept new members of LGA has allowed us to accept new members much more often than once per year).
- LGA Congress expels real and associated members and members of honour if their activities contradict the LGA Statute, aims and values of Gestalt.
- The Board of LGA rules during the period from one Congress to another.
- The Board of LGA consists of the President and Vice-president of LGA, the Secretary, chiefs of departments and other members of the Board, whose number and functions are defined by LGA Congress.
- The President, the Vice-president and the Secretary of LGA are elected by the Congress. Chiefs of Departments are elected and delegated to the Board by the departments.
- The President of LGA is the Chairman at LGA Congresses and Board meetings.
- The Secretary of LGA is responsible for writing down and keeping the business information and presenting it to the members of LGA.

The Board of LGA has played a very important role in the organizational life of the Association. The Board usually consisted of six or seven of the most active members of LGA and myself (President) as chairman of the Board (see <http://www.lga-gestalt.lt/struktura-6/lt/>), and as this was quite a big part of LGA (about 15–20%) it helped to represent the different needs and interests of members. The Board of LGA became as it were the brain and heart of our Gestalt community because, on behalf of the Congress, the Board can act as follows:

- Call the Congress.
- Organize LGA activities.
- Under authorization of LGA Congress, accept new LGA members and confirm voluntary sessions of LGA members.
- Mediate in relationships with international Gestalt associations and organizations,
- Co-operate and conclude agreements with institutions and organizations of the Republic of Lithuania and foreign states.
- Adjust the member's fee.
- Under authorization of LGA Congress, adjust all other LGA activities defined in this Statute.
- Solve estate matters, manage the budget.
- Take legal decisions if more than half of its members are present. Decisions are taken under the acceptance of majority of all the members of the Board.
- Hold LGA Board meetings at least three times per year and as often as needed.
(Usually I organized the LGA Board meetings three to five times per year with regard to changing situations and circumstances. Besides the actual face-to-face Board meetings, during the last eight years we quite often organized the Board meetings or discussions on the internet; this greatly increased the speed of our decision-making about organizational issues.)

Another important organizational feature of LGA was the possibility to allocate a large range of responsibilities and duties to its President. As President, I could act as follows:

- The President of LGA is the Chairman at LGA Congresses and Board meetings.
- The President of LGA represents its interests at Lithuanian and international institutions or authorizes other members of LGA to do so.

Since the establishment of LGA 15 years ago, I have been representing the interests of LGA in Lithuanian Psychotherapeutic Society (LPS), Lithuanian Psychotherapy Council (LPC), EAGT, and the project group for preparing psychotherapy practice law in Lithuania, as well as in contacts with some other public organizations and government institutions.

12. Developing Lithuanian Gestalt Association (LGA), Gestalt Studies Center of Kaunas (GSCK) and Gestalt psychotherapy in Lithuania from 1998 to 2013

From 1998–2000, I became an ordinary member of Lithuanian Psychotherapeutic Society (LPS), and LGA entered into its first relations with LPS. That was an important political step of our new organization towards the recognition of LGA on the national level. LPS was established in 1991 and became the first psychotherapeutic society in Lithuanian psychotherapy history, acting as an umbrella organization and uniting individual psychotherapists of the different psychotherapeutic schools in Lithuania. From 2001 LPS became a national umbrella organisation (NAO) according to the European Association for Psychotherapy (EAP) statutes: the psychotherapy organisation which represents the broadest range of differing psychotherapy approaches and contains the largest number of practitioners in Lithuania (Laurinaitis, E. and Milašiūnas, R. (Eds.), 2008, p. 15).

In 1998 a new important collaboration for LGA and for the Gestalt Therapy School in Lithuania began. LGA and GSCK first made contact with EAGT, which EAP recognized as an umbrella organization for Gestalt therapy in Europe, in accordance with the regulations of EAP.

From 1999 when, as a representative of LGA and GSCK, I established the first contacts with EAGT, our fruitful co-operation continued and later took the form not only of professional development but also official recognition.

In August 2000, I was assessed as meeting the EAGT training standards and became a Full (ordinary) Member of EAGT.

In September 2000, LGA was accepted as an Associate Member of EAGT and I started working as a representative of LGA on the General Board of EAGT (the General Board is the Governing Board of EAGT).

In September 2000, GSCK was accepted as an Associate Member of EAGT, and the postgraduate training program in Gestalt therapy of GSCK was approved as meeting the EAGT training standards and providing an integrated specialist training program in Gestalt therapy.

September 2001 was a remarkable date for me personally as well as for LGA and GSCK. From 13–16 September 2001 I participated for the first time in the 7th

EAGT Conference for Gestalt Therapy, which took place in Stockholm, Sweden. More than 400 participants gathered from more than 32 countries at this conference, whose vision was to live as Gestalt therapy teaches: to concentrate on dialogue and interpersonal contact and to make space for joy and creativity. The 7th EAGT conference became distinctive and exceptional not only because of its variety and creativity but also because, for the first time in EAGT history, Full (ordinary) members of EAGT who completed the training in Gestalt therapy in accordance with the standards of EAGT were issued the European Certificate of Gestalt Psychotherapy. I also was awarded the European Certificate of Gestalt Psychotherapy, by which EAGT confirmed that I had completed training and acquired expertise in Gestalt therapy in accordance with the regulations of EAGT. This certificate was the first European Certificate of Gestalt Psychotherapy in Lithuanian psychotherapy history and was a recognition not only of myself but of LGA and Lithuanian Gestalt therapy.

After returning home on November 10 2001 I organized a one-day workshop, presenting to the members of LGA and other professionals my experiences and learning points from the 7th EAGT conference. (Later on this became a tradition and every three years after participation in EAGT conferences I have organized and led workshops based on my professional experiences from EAGT conferences.)

These professional recognitions were important and gave an extra professional value to me as a Gestalt therapist and to the Gestalt Psychotherapy School in Lithuania, as well as promoting LGA and GSCK.

On September 22 2001, I presented LGA at the annual conference of Lithuanian Psychotherapeutic Society (LPS), and on December 19 2001, LGA became a member of the Lithuanian Psychotherapeutic Co-ordinating Council in association with LPS, which later in 2003 became an independent association – the Lithuanian Psychotherapy Council (LPC) – which has united the majority of psychotherapeutic organizations in Lithuania. I was elected the Secretary of LPC.

On June 12 2002, I was awarded the European Certificate of Psychotherapy by which EAP, with the approval of EAGT, and with the recommendation of the French Federation of Psychotherapy, confirmed that I had completed training in Psychotherapy in accordance with the regulations of EAGT.

Because this was the first European Certificate of Psychotherapy in Lithuanian psychotherapy history, the President of the LPS, Prof. Eugenijus Laurinaitis, at a special

conference (organized by LPS), “The place of psychotherapy in the care of mental health”, invited me to give a lecture to a large audience of Lithuanian psychotherapists, psychologists, medical doctors and other professionals of different psychotherapeutic schools. From a political point of view it was important that this conference took place in the House of Lithuanian Parliament. Also it was important that the General Secretary of the EAP, Prof. Alfred Pritz, and some members of Lithuanian Parliament participated in the conference. This conference and my presentation there, “From Gestalt Institute of Cleveland to the European Certificate of Psychotherapy”, became an important political step towards establishing psychotherapy as an independent profession in Lithuania. At the conference, which took place on October 4 2002 at the House of Lithuanian Parliament in Vilnius, I had a good opportunity in my speech to convey to the larger public not only my professional journey but also to present LGA and GSCK in a detailed way, and to promote Gestalt psychotherapy and psychotherapy in general and our ambitions to make it an independent profession.

Besides that, I was invited by some of my colleagues to write several articles for some professional and public magazines and newspapers regarding the first European Certificate of Psychotherapy in Lithuania, and that was a good opportunity to promote Gestalt therapy and psychotherapy in Lithuania.

I would describe the period from 1993 to 2004 as the enthusiastic youth period for LGA and GSCK.

During that period of time I created five postgraduate training programs in Gestalt therapy, covering all major levels of social systems (working with individuals, working with couples and families, working with groups, and working with organizations and other large social systems). Formal and informal recognition of LGA and GSCK took place at national and international levels. Gestalt therapy as a school of psychotherapy was quite widely presented and known about among professional people and the public.

LGA also was growing in the number of its members and in professional activity. For instance, in 2003 the number of ordinary members reached 50. In 2001 we started a new project: creating and publishing an annual electronic journal, *LGA Naujienos* (which translates as “Gestalt News of LGA”). In September 2001 we created and published the first issue of *LGA Naujienos*, No. 1, and since that time we have released 12 issues of the electronic journal of LGA (*LGA Naujienos*, Nos. 1, 2, 3, 4, 5,

6, 7, 8, 9, 10, 11, 12 {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos--2/lt/>).

Looking at the inner life of LGA from 1998 to 2004, I would like to highlight a warm emotional atmosphere, with a lot of informal relationships and closeness between the members, and an emphasis on going beyond the formal activities of LGA: having friendships between families, going together on vacations, helping each other in stressful life situations, etc.

I still remember the annual Summer Camps of LGA (especially in 2003–2005 when 30–40 participants were coming to the Summer Camps) when, for many years, LGA members came with their children and other family members to our favourite place in the forest by Lake Aviris near one of the most beautiful health resorts, Druskininkai. Staying in tents in the open air for a long weekend at the cozy pine forest by the lake, sharing and preparing food together, playing and relaxing and most importantly, directly and honestly communicating, we had a variety of remarkable experiences:

- Exhilarating feelings when playing volleyball and badminton, or in tug of war contests, even during heavy rain;
- Relaxing, chatting, dancing and singing by the campfire;
- Catamaran sailing at night;
- Lighthearted games and psychodramatic performances in groups;
- Concentration, experimentation and creative meetings at the Gestalt therapy groups.

From the first annual Summer Camp until now, and at every Summer Camp, I have led at least two Gestalt therapy groups for around two hours each. (See *LGA Naujienos*, Nos. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>)

During this period I paid a lot of attention to solidifying the LGA community and stressing the impact of Gestalt therapy on the personal and professional lives of LGA members. Now, looking back, I notice that in every Annual Conference or workshop of LGA I emphasized the inner processes of LGA and we used to organize interactive, open space workshops, asking members to reflect on and discuss the influence and role of Gestalt therapy in their personal and professional life. For instance:

1. April 24 1999, the annual conference of LGA: Open space workshops: “Gestalt in my professional and personal life”.
2. November 27 1999, Open space workshop: “My relation with Gestalt and participation in LGA”.
3. April 29 2000, the annual conference of LGA: Open space workshops: “Gestalt in my professional and personal life”.
4. April 28 2001, the annual conference of LGA: Open space workshops: “Gestalt in my professional and personal life”.
5. October 20 2001, workshop with video and audio presentation: “XXI century Gestalt: Applying Gestalt methods in psychotherapy, science and research, organizations and communities – Experiences from 7th EAGT conference: Invitation to Dialogues”. (*LGA Naujienos*, No. 1 {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>)
6. April 27 2002, the annual conference of LGA: Open space workshop: “Gestalt in my professional and personal life”. (*LGA Naujienos*, No. 2 {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>)
7. April 27 2003, the annual conference of LGA: Video and audio presentation: “LGA – 5 years path: from 1998 to 2003” (*LGA Naujienos*, No. 3 {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>)

I would describe the period from 2004 to 2012 as an “entering into maturity” period when LGA, GSCK, and I as a Gestalt psychotherapist, trainer and supervisor, entered the phase of professional maturity.

LGA was growing in professional activity and creative diversity with more and more sophisticated and professional presentations at the annual conferences (Appendix No. 6). Also, LGA started organizing more and more professional conferences, workshops and summer intensive camps, publishing the supplements of the annual electronic journal *LGA Naujienu* with detailed professional presentations on various Gestalt therapy topics (*LGA Naujienu*, Nos. 5, 6, 7, 8, 9, 10, 11, 12 priedas {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>).

Since 2005 in the annual newsletters we created a new chapter, “Geštalto akiratis” (“Gestalt horizon”), where members of LGA started sharing their professional

views and experiences from national and international training programs, workshops, conferences, etc.

During this period (2004–2012) at the different national and international conferences and workshops I gave these presentations:

- April 24 2004, presentation at the annual conference of LGA: “Radical view to egotism” (*LGA Naujienu*, No. 5 priedas {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>). In this presentation I returned to a clear description and understanding of, in my opinion, a very important and sometimes neglected resistance – egotism.
- April 24 2004, presentation at the annual conference of LGA: “Clear mind practice in Gestalt therapy and beyond (theory and practice)” (*LGA Naujienu*, No. 5 priedas {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>). For the first time at the annual conference of LGA I shared my views and experiences from my personal practice of Zen and linked them to the practice of Gestalt psychotherapy.
- October 2 2004, at the Workshop of LGA (with video and audio presentation): “Experiences from the 8th EAGT conference: Tradition and renewal” (*LGA Naujienos*, No. 4 {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>). At this workshop I shared with LGA members and other professionals my learning experiences from the 8th EAGT conference.
- April 30 2005, presentation at the annual conference of LGA: “Training standards of Gestalt Counsellor” (*LGA Naujienu*, No. 5 priedas {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>). In this presentation for the first time I introduced the training standards of the qualification level of Gestalt Counsellor.
- From July 7 to July 10 2005, the 13th Congress of EAP: “Widening Boundaries of Europe – Widening Boundaries of Psychotherapy?” took place in Vilnius, Lithuania. At this conference I represented the Gestalt therapy school of GSCK and LGA, giving a presentation: “The Gestalt approach: working on different levels of systems”, where I described the main features of applying Gestalt therapy working with individuals, couples, families, groups and organizations.
- April 29 2006, presentation at the annual conference of LGA: “Psychotherapy in Lithuania” (*LGA Naujienu*, No. 6 priedas {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>).

gestalt.lt/-lga-naujienos---2/lt/). In this presentation I outlined the recent situation and development of psychotherapy in Lithuania.

- April 28 2007, presentation at the annual conference of LGA: “Gestalt therapy: systematic view to correct awareness-relationship-action” (*LGA Naujienu*, No. 7 priedas {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>). In this presentation I synthesized Gestalt concepts of awareness, the cycle of experience and the field, and Zen Buddhism views of awareness, relationship and action.
- October 2 2007, at the workshop of LGA (with video and audio presentation): “Experiences from the 9th EAGT conference: Exploring human conflicts” (*LGA Naujienos*, No. 7 {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>). At this workshop I presented to the members of LGA and other participants my learning experiences from workshops and panels that took place at the 9th EAGT conference.
- March 23–24 2007, due to the obvious impact of GSCK on the development of Gestalt psychotherapy in Lithuania, I was invited to the conference “Psychotherapy in Lithuania” (organizers: the Centre of Psychological Counselling and the Study of Human Psychology) to give a presentation, “Kaunas Gestalt Therapy School”, where I presented the main features and an overview of the methodology of the training program in Gestalt therapy of GSCK.
- April 26 2008, presentation at the annual conference of LGA (with video and audio presentation): “LGA – 10 years of existence: from 1998 to 2008” (*LGA Naujienu*, No. 8 priedas {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>). In this presentation I described the main achievements and developmental lines of LGA during the ten years of its existence.
- April 25 2009, at the annual conference of LGA, I gave a presentation, “Therapeutic factors of individual Gestalt therapy”, presenting the data of my research about Gestalt therapy effectiveness and therapeutic factors of individual Gestalt psychotherapy, summarising the data of around three years of my psychotherapeutic work with individual clients (*LGA Naujienu*, No. 9 priedas {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>).
- May 8 2010, at the annual conference of LGA, I gave a presentation “Supervision – the way to professional mastery” describing the model, structure and process of

Gestalt therapy supervision (*LGA Naujienu*, No. 10 priedas {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>).

- October 13 2010, workshop of LGA (with video and audio presentation): “Experiences from the 10th EAGT conference ‘Lost in Transformation – Changing Identities in a Changing World’” (*LGA Naujienu*, No. 10 {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>). At this workshop I shared my impressions, knowledge and learning experiences from the 10th EAGT conference.
- April 30 2011, presentation at the annual conference of LGA: “Connections of Buddhism and Gestalt therapy” (*LGA Naujienu*, No. 11 priedas {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>). In this presentation I returned again to what I am practising and what is very important in my personal and professional development: the interaction of Buddhism and Gestalt therapy.
- April 28 2012, presentation at the annual conference of LGA: “A look at the theory of the Self through the prism of the Gestalt cycle of experience” (*LGA Naujienu*, No. 12 priedas {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>). At this presentation I stressed the importance of understanding the links between the two major concepts of Gestalt therapy.

I would describe the period between 2004 and 2008 as the blossoming of GSCK, which became widely known in Lithuania. The professional training programs in Gestalt therapy of GSCK started attracting the biggest possible number of students from all over Lithuania. Students started coming from various towns and districts of Lithuania (compared with the years 1996–2002, when the majority of students were from Kaunas area). Training groups gradually became more and more professional, since the majority of students came from psychology, medicine and social work and had already been practising psychotherapy or were at the beginning of their careers as psychotherapists.

In 2007, understanding the need of my students and the interests of other specialists, as well as the clients in the wider psychotherapeutic field, I started working on my book *Gestalt Psychotherapy* and have now written about 200 pages – 75–80% of the book. A short electronic version of this book is on the internet (Stelingis, R. A. (2007). *Geštalto psichoterapija* {online}. Available from: <http://www.gestalt.lt/projektai-straipsniai-knygos>) and accessible to everyone. This text

is also used by my students and some other professionals in their work in the field of Gestalt psychotherapy.

Since 2008, due to some changes in the statutes and the training standards of the EAGT, LGA, in close co-operation with EAGT, and especially with EAGT committees of Ethics and Training Standards, started working on the accreditation of LGA as a NOGT. The Board of LGA, under my leadership as the President and representative of LGA in EAGT, worked intensively for more than six months on some changes in the training standards and the code of ethics of LGA. On March 24 2009, EAGT confirmed that LGA had been accredited as a NOGT according to the standards of EAGT (see http://www.eagt.org/national_organizations_list.htm). As LGA President, I became an official representative of LGA as NOGT on the General Board of EAGT (the General Board is the Governing Board of EAGT, see http://www.eagt.org/general_board.htm). Since that time, three members of LGA with my assistance (A. G. Giedraitis, G. Sapiėgienė, L. Jurkšaitė-Pačėsienė) have been awarded the European Certificate of Gestalt Psychotherapy and one more LGA member is going to be awarded soon. (See <http://www.eagt.org/lists/members/lithuania.htm>)

Almost at the same time a new recognition came to me personally. On March 31 2009, I was awarded the World Certificate of Psychotherapy, by which the World Council for Psychotherapy (WCP) confirmed that I had completed training in psychotherapy in accordance with its regulations. Since this was the first World Certificate of Psychotherapy in Lithuanian psychotherapy history it gave an extra value not only to me but also to the whole Gestalt therapy school of Lithuania.

Quite soon after LGA had been accredited as NOGT according to the standards of EAGT, I introduced to the LGA Board the idea of creating the Lithuanian Certificate of Gestalt Psychotherapist and Lithuanian Certificate of Gestalt Counsellor. The main idea of this certificate was to add some extra professional value to the holder of this certificate and to show to the public the high standards of training and ethics of Gestalt psychotherapists to whom the certificate was awarded.

On June 22 2009, the first LGA certificates were awarded and I myself have been awarded the Lithuanian Certificate of Gestalt Psychotherapist, by which LGA confirmed that I had completed training and acquired expertise in Gestalt therapy in accordance with the regulations of LGA. This certificate was the first Lithuanian Certificate of Gestalt Psychotherapist in Lithuanian psychotherapy history. Since that

time 12 certificates have been awarded to members of LGA and several more LGA certificates will be awarded soon.

Another very important factor, which highly stimulated the development of LGA as an organization, was the process we went through in order to become a NOGT. The process of the accreditation of NOGT moved LGA to a higher level as an organization and the Board of LGA had never worked so seriously before as a team since the very beginnings of LGA. We reflected on and changed our formal structures, procedures and requirements of ethics and professional practice in accordance with the regulations of EAGT. During this process we established several additional structures and formal procedures (for instance: the Committee of Ethics and its procedures, a procedure for handling complaints, etc.) and created one of the most modern and well-articulated Code of Ethics and Professional Practice in Lithuania. The purpose of this code is twofold; firstly, to define general values and principles and to establish standards of professional conduct for Gestalt Therapists and Gestalt Consultants; secondly, to inform and protect those members of the public who seek their services. These codes are beneficial not only for the protection of clients, but also protect the therapist by establishing standards of conduct that clarify the boundaries of practice and accountability in the work setting. I know from our formal and informal discussions that the Code of Ethics and the Professional Practice not only increased the professional responsibility of LGA members, since the members are responsible for the observation of the principles inherent in these Codes, but also helped to raise their awareness of various subtle aspects of their professional practice in relation to the larger social environment and professional field.

On April 28 2012, at the annual conference of LGA, reacting to the increasing professional needs of some LGA members to pay more attention to research in Gestalt therapy, and to an invitation from EAP and EAGT to support research in psychotherapy and Gestalt therapy in the field of qualitative and quantitative research, we created a new structure in LGA (appointing one of the Board members of LGA who is now responsible for this area and has a lot of experience of working in the field of scientific research), to make a database of Gestalt specialists and their works in the field of Gestalt therapy research.

Another important activity which affects (and is going to affect in the future) the development of LGA as a professional organization is connected with the project of establishing psychotherapy practice law in Lithuania (see chapter 14).

From April 2011 until now, I (as a representative of LGA) have been working with other leaders of Lithuanian psychotherapeutic associations on this project. On July 1 2013, after more than two years' work, the working group finally came to some formal agreement and signed a treaty of establishment of the Lithuanian Association of Psychotherapy, which is going to continue the mission of the working group. Before the treaty could be agreed, the majority of psychotherapeutic associations had to change their statutes because the statutes of member organizations have to state that the association unites psychotherapists or psychotherapists and other members (who do not have the qualification of psychotherapist).

In order to become a member of the Lithuanian Association of Psychotherapy, we had to adapt the statutes of LGA as well. At the same time it was a good opportunity to reflect on and update our statutes, which were created in 1998.

On May 18 2013, at the annual conference of LGA, we changed our statutes and stated that LGA is a voluntary, non-profit organization that unites psychotherapists and people of other professions and occupations working or interested in the field of Gestalt methods/Gestalt therapy/Gestalt psychotherapy.

Another important factor which is going to affect the development of LGA in the future is related to a further requirement for the members of Lithuanian Association of Psychotherapy, which states:

“Not less than 60 percent of the organization's members are psychotherapists or the organization shall within 5 years from the date of establishment of the association reach the target that at least 60 percent of its members are psychotherapists. The final definition of who can be a psychotherapist will determine the contractual educational requirements formulated by the statutes and/or internal documents of the Lithuanian Association of Psychotherapy”.

I think that this more stringent requirement might lead to a decrease in the number of full members of LGA because the current requirement for full membership is not so high. But at the same time I hope that being a member of Lithuanian Association of Psychotherapy is going to support the development of LGA as a professional

organization as well as provide us with the opportunity to take an active part in the development of psychotherapy as a profession in Lithuania.

13. Working as Secretary of Lithuanian Psychotherapy Council (LPC) on the development of psychotherapy and Gestalt therapy in Lithuania

On January 24 2003, 11 psychotherapeutic organizations (associations and psychotherapy training institutes), representing different schools of psychotherapy in Lithuania, established the first association of psychotherapeutic organizations in Lithuania – the Lithuanian Psychotherapy Council (LPC). At the first LPC Congress, which took place on January 24, I was elected the Secretary of LPC and held this post for several years (until 2006). By 2004, LPC had united 16 organizations (the majority of psychotherapeutic organizations in Lithuania). In LPC I also represented LGA and GSCK.

The most important goals of LPC were to create the common training standards of psychotherapy training in Lithuania and start working on the project of establishing psychotherapy practice law in the country. Because of historical competition, huge differences in the views of leaders of different organizations and schools, and a lack of motivation, our work was not very active or fruitful. In 2006, after several years of work, LPC finished its activities and now exists only formally.

During the years of its active existence, LPC created some landmarks of training standards of psychotherapy training in Lithuania. One of the main projects that we achieved was creating and publishing the Summary of Lithuanian Psychotherapists (2004–2005) (Lithuanian Psychotherapy Council, 2004) belonging to different schools of psychotherapy in Lithuania. The purpose of the Summary was twofold; firstly, to define some general standards of professional psychotherapeutic education and psychotherapy practice for psychotherapists in Lithuania; secondly, to inform and protect those members of the public who sought their services. I was in charge of representing Gestalt psychotherapists: members of LGA and graduates of GSCK. This Summary covered around 133 psychotherapists, including 23 Gestalt psychotherapists of whom 14 were my students and myself.

The Summary of Lithuanian Psychotherapists (2004–2005) in some sense also revealed the position of Gestalt therapy among other psychotherapeutic schools in Lithuania. The Summary showed that Gestalt psychotherapy (the third place by number of practitioners) belongs to the four major psychotherapeutic schools along with

Psychoanalytical psychotherapy (the largest number of psychotherapists), Psychodynamic psychotherapy (the second place by number of practitioners), and Existential psychotherapy (the fourth place by number of practitioners). In my opinion, during the past seven years the situation in Lithuania has changed slightly and Cognitive Behaviour Therapy has joined these major four schools of psychotherapy.

14. Working as a representative of Lithuanian Gestalt Association (LGA) and Gestalt Studies Center of Kaunas (GSCK) with other leaders of major psychotherapeutic schools in Lithuania on the project of establishing psychotherapy practice law in Lithuania

From April 2011 until now, I (as a representative of LGA and GSCK) have been working with other leaders of major psychotherapeutic schools in Lithuania on the project of establishing psychotherapy practice law in the country. The original idea of establishing psychotherapy practice law in Lithuania was formulated by LPC in 2004–2005 at the time when I was Secretary (and formally still am) of this organization, but at that time, because we did not succeed in finding a common understanding and the right political solutions, our project remained on the level of an idea, and was postponed until 2011. It seems that during the last seven years psychotherapy in Europe also made a big political step in establishing psychotherapy as a profession, and our work is much more professional and more co-ordinated. Over a more than one-year period, around 15 leaders of different organizations representing major schools and psychotherapeutic associations in Lithuania met approximately once per month in Vilnius at the House of Lithuanian Parliament and worked on this issue with the assistance of some Parliament members and law experts. After almost two years of work, in which there was no shortage of heated debate, discussion and sharp differences, we have taken a number of decisions, highlighting key project outlines and details.

For example:

- Psychotherapy is an independent profession based on the Strasbourg Declaration of Psychotherapy 1990.
- Psychotherapy practice will be licensed.
- Licensing issues will be dealt with by an independent umbrella organization comprising various schools of psychotherapy representing organizations in Lithuania (such as LGA, etc.).
- Persons who are seeking to obtain a psychotherapy licence should have to complete the postgraduate studies in psychotherapy (in public universities or private training institutes).

- Psychotherapy training will take at least four years and will include: theory and methodology, personal therapy, supervision and practical work with clients/patients.
- Training standards have not yet been approved, but the focus is on the training standards of EAP.

On July 1 2013, after more than two years' work, the working group for establishing psychotherapy practice law finally came to some formal agreement and signed a treaty of establishment of the Lithuanian Association of Psychotherapy, which is going to continue the mission of the working group.

The treaty of establishing Lithuanian Association of Psychotherapy was signed by the representatives of nine Lithuanian psychotherapeutic associations (founders):

1. Lithuanian Gestalt Association;
2. Lithuanian Association for Analytical Psychology;
3. Lithuanian Association of Applied Psychology;
4. Lithuanian Society of Psychoanalysis;
5. Lithuanian Group Analytic Society;
6. Association for Systemic Family Psychotherapy;
7. East European Association for Existential Therapy;
8. Kaunas Society for the Studies of Psychoanalysis and Psychotherapy;
9. Vilnius Society of Psychoanalysts.

Several other Associations (such as Lithuanian Psychotherapeutic Society, Lithuanian Psychodrama Association; Lithuanian Cognitive Behaviour Therapy Association; Lithuanian Society of Individual Psychology; Lithuanian Psychiatric Association) which participated in the working group did not sign the treaty due to technical or political reasons (for instance, some of them have to adapt their statutes, which should state that the organization unites psychotherapists or psychotherapists and other members (who do not have the qualification of psychotherapist)) but we hope they are going to join the Lithuanian Association of Psychotherapy in the future.

In the treaty of establishing Lithuanian Association of Psychotherapy we have formulated several important decisions:

I. The members (organizations) of Lithuanian Association of Psychotherapy have to meet the following requirements:

1. The legal form of the member organization is Association.
2. The statutes of the member organization state that the organization unites psychotherapists or psychotherapists and other members (who do not have the qualification of psychotherapist).
3. Not less than 60 percent of the organization's members are psychotherapists or the organization shall within 5 years from the date of establishment of the association reach the target that at least 60 percent of the organization's members are psychotherapists.
4. The final definition of who can be a psychotherapist will determine the contractual educational requirements formulated by the statutes and/or internal documents of the Lithuanian Association of Psychotherapy.
5. Founders and members of the Lithuanian Association of Psychotherapy agree with the Strasbourg Declaration of the European Association of Psychotherapy.

II. The statutes of the Lithuanian Association of Psychotherapy will be prepared and adapted as well as the governing bodies elected and the Lithuanian Association of Psychotherapy will be established during the six months from the date the treaty was signed.

I hope that this time we are going to succeed in reaching our goal.

15. Lessons from the past and future challenges

Summarising and analyzing my 15 years of work as President of LGA, I have represented the interests of LGA in Lithuanian Psychotherapeutic Society, Lithuanian Psychotherapy Council, EAGT, in the project group for preparing psychotherapy practice law in Lithuania, and in contacts with some other public organizations and government institutions.

Besides that I was working in some other roles (for example, since the beginning of LGA I have been working as an editor of *LGA Naujienos* as well as managing correspondence between LGA members, the Board of LGA, etc.) on a voluntary basis.

Being the President of LGA and working in these different roles for 15 years, as well as organizing and participating in all major events and activities of LGA (during that time I have never missed any major event and activity of LGA and participated in all LGA conferences, summer camps, board meetings, etc.), I was able to see the big picture of the development and inner life of LGA as well as acting quickly when necessary as the organizational and emotional leader of LGA.

But what kind of leader was I, and what was my leadership style?

Stephen P. Robbins and Timothy A. Judge, world-known experts in organizational behaviour, define leadership as “the ability to influence a group toward the achievement of a vision or set of goals” (Robbins and Judge, 2013, p. 368). Two contemporary leadership theories examine two major styles of leadership: charismatic leadership and transformational leadership — with a common theme: they view leaders as individuals who inspire followers through their words, ideas, and behaviours (ibid., p. 379). Robbins and Judge define the following key characteristics of a charismatic and transformational leader:

Key Characteristics of a Charismatic Leader

1. *Vision and articulation.* Has a vision – expressed as an idealized goal – that proposes a future better than the status quo; and is able to clarify the importance of the vision in terms that are understandable to others.
2. *Personal risk.* Willing to take on high personal risk, incur high costs, and engage in self sacrifice to achieve the vision.

3. *Sensitivity to follower needs.* Perceptive of others' abilities and responsive to their needs and feelings.
4. *Unconventional behavior.* Engages in behaviors that are perceived as novel and counter to norms.

Key Characteristics of a Transformational Leader

Idealized Influence: Provides vision and sense of mission, instills pride, gains respect and trust.

Inspirational Motivation: Communicates high expectations, uses symbols to focus efforts, expresses important purposes in simple ways.

Intellectual Stimulation: Promotes intelligence, rationality, and careful problem solving.

Individualized Consideration: Gives personal attention, treats each employee individually, coaches, advises.

(ibid., pp. 380-383)

I was seeking to be an effective leader with the ability to create and communicate a compelling vision that responds to the Gestalt values and needs of LGA members, as well as building a supportive emotional and well-organized environment and empowering others through direct communication and personal example and commitment, especially in times of uncertainty and change.

Moreover, I understood the value of creative diversity, and from time to time I was encouraging others to take new initiatives, stepping out of their comfort zone and doing something new, different and creative. For instance it could take the form of organizing a workshop or preparing and giving a lecture at a conference, or writing an article in a professional magazine. As a leader of LGA, I was paying a lot of attention to our achievements (for instance in formal and informal speeches and writings I emphasized the recognition of LGA by EAGT as a NOGT, and I used to encourage LGA members and other participants of LGA workshops, conferences or summer camps to share their experiences in articles, presentations, etc.), and understood the importance of recognizing some steps towards our vision and celebrating the achievements of our objectives. This recognition and celebration of our achievements could take the form of informal personal communication with LGA members, or a

formal speech and presentations in the annual conferences of LGA, or using the organizational instruments of LGA (writing in our electronic journal, *LGA Naujienos*; posting on our website, etc.).

During my personal development as the leader of LGA I used myself a lot as “an instrument of influence” providing “presence” which can be defined as a living-out of basic assumptions regarding how one influences or helps another (Nevis, 1987, p. 70). In my leadership I was mostly expressing an evocative mode of using self as an instrument of influence (Nevis, 1987, p. 128), especially during the earlier “enthusiastic youth period” of LGA (1998–2003). By this I mean that my behaviour was mostly concentrated on creating some conditions in the development of LGA such as inspiring a shared vision by being forward-looking and appealing to the interests, values and hopes of LGA members, fostering collaboration by promoting common goals, building trust by being honest and consistent in my words and actions, modelling the way by achieving the highest professional goals and showing competence in developing and succeeding in important organizational targets.

All of these qualities that I demonstrated in my leadership created high credibility in me as a leader. As a result, I was re-elected three times as President of LGA.

World-known experts in leadership, James M. Kouzes and Barry Z. Posner (Kouzes and Posner, 1995, p. 26), call credibility: “The first law of leadership. The foundation on which leaders and constituents build the grand dreams of the future.” As many surveys show: “Honest, forward-looking, inspiring, and competent: these characteristics have, over the last two decades, been consistently selected by all respondent groups as the four most essential leadership prerequisites.” Whatever the order, these characteristics make up what communication experts refer to as “source credibility” (Kouzes and Posner, 1995, p. 26).

When LGA became a more professional organization (2004–2013), I expanded my range of management styles, moving more often than before to a challenging and provocative mode of leadership (Nevis, 1987, p. 128). By this I mean that I was providing “presence” which was not only inspiring, supporting and modelling the way, but also challenging others to take some actions and bear some responsibilities on behalf of LGA (such as doing what was agreed), or sometimes taking a confrontational stance through the use of disagreement or by sharing some emotions, feelings and

thoughts in order to push some LGA members to act appropriately or stop acting against the agreements or values of LGA. A lot of these things I was doing intuitively and only much later realized that this is very much in line with the teaching of the world's top leadership thinker Marshall Goldsmith: “‘Challenge up’ on issues involving ethics or integrity – never remain silent on ethics violations ... ethics violations can destroy even the most valuable companies” (Goldsmith, 2012, p. 219).

During all these years of my leadership I have always tried to keep in mind an idea that the strength of the bird lies in its ability to use both wings powerfully in flight. This is an idea that the organization first of all is a social system. An organization based on Gestalt values and humanistic culture (such as LGA or GSCK), in order to be successful and creative, has to pay special attention to, and balance (with regard to changes in the field) at least two major sides of its development. The organization has to be strategic, which means oriented to achieving professional and other organizational goals and visions, as well as intimate, which means oriented to enhancing relationships and the emotional climate among members of the social system of the organization (the Cape Cod model of the Gestalt International Study Center).

Summarizing and reflecting on all my activities of establishing and developing two successful professional organizations (GSCK and LGA), from a leadership point of view it seems to me that I was acting as a charismatic leader as well as in many ways demonstrating some characteristics of a transformational leader.

In addition, I have found it very useful to look at the development of LGA and GSCK from both the “social entrepreneur” (Leadbeater, 1997) and “professional entrepreneur” (Du Plock and Barber, 2008) points of view.

Charles Leadbeater, leading UK authority on innovation and social entrepreneurship, defines the following characteristics of social entrepreneurs:

- *entrepreneurial*: they take under-utilised, discarded resources and spot ways of using them to satisfy unmet needs;
- *innovative*: they create new services and products, new ways of dealing with problems, often by bringing together approaches that have traditionally been kept separate;
- *transformatory*: they transform the institutions they are in charge of, taking moribund organizations and turning them into dynamic creative ones. Most

importantly, they can transform the neighborhoods and communities they serve by opening up possibilities for self-development.

(Leadbeater, 1997, p. 53)

Simon Du Plock and Paul Barber, presenting some similarities and differences between nine high-achievers – candidates on the Doctorate in Psychotherapy by Public Works – and Leadbeater’s social entrepreneurs, come to the conclusion: “that this group could accurately be described as ‘professional entrepreneur’, since essentially, they were acting as entrepreneurs within the therapy professions” (Du Plock and Barber, 2008, p. 6). And:

It was immediately obvious to the programme team that successful applicants were presenting completed projects which evidenced their ability to be entrepreneurial, innovative and transformatory in Leadbeater’s terms. Their projects mobilised often discarded resources – both human and physical – to engage with intractable social problems. They were both entrepreneurial and innovative in identifying and satisfying unmet needs.

A crucial difference between them and Leadbeater’s social entrepreneurs, however, was that they did not consciously identify themselves as entrepreneurs. Two further differences seemed significant: they identified as both professional therapists and organizational leaders; they were more concerned about social change than personal wealth. It seemed to us that this group could accurately be described as ‘professional entrepreneurs’, since essentially, they were acting as entrepreneurs within the therapy professions.

(ibid., pp. 5–6)

Reflecting on my entrepreneurial activities of establishing and developing two successful professional organizations which are the first organizations of this kind in Lithuanian psychotherapy history (GSCK and LGA), I came to the conclusion that in many ways I was acting as a professional entrepreneur as well as demonstrating some features of a social entrepreneur.

These two organizations can also be regarded as entrepreneurial and innovative organizations since as Leadbeater emphasizes:

Voluntary organizations are entrepreneurial and innovative when they combine:

- a dynamic, social entrepreneur to lead the organization;
- a flat, open management structure with a culture of trust and creativity;
- a complex, changing environment, which the organization embraces.

(Leadbeater, 1997, p. 65)

Leadbeater, analysing cases of successful social entrepreneurial organizations, highlights a number of important factors that are crucial in the development of these organizations, first of which is the figure of the social entrepreneur:

At the heart of all these projects stands a dynamic social entrepreneur, who drives the project on. Without this central figure none of these projects would have got started.

(Leadbeater, 1997, p. 50)

Looking from the leadership point of view, an important feature of LGA and GSCK was that at the heart of these organizations was a dynamic social entrepreneur – me – who was driving all the projects on. Looking critically, this fact is at the same time the strength of the organization (to have a strong influential leader, as I have already shown before in many ways in this context statement) but also the weakness, because these organizations became largely dependent on one person – me. This situation is potentially risky for the organization because of, for example, my sudden retirement, illness or death, as well as some ethical issues (for instance possible dependency and idealization of me).

Reflecting on my activities of establishing and developing two professional organizations from the professional and social entrepreneur point of view, it becomes more and more obvious to me that in order to grow these organizations have to go to a higher stage of development; additionally, I have to start a new cycle of experience and

to find a new “creative adjustment” (Perls, Hefferline and Goodman, 1951) in the rapidly changing field.

Speaking in Leadbeater’s terms, it means there is a need to advance to the next stage of the organization’s development and start a new “circle of social capital accumulation”:

Successful social entrepreneurs create a cycle of development that goes through several stages. Social entrepreneurs start with an endowment of social capital in the form of a network of contacts and supporters. This gives them access to physical and financial capital, which they can use to develop the organization. The next step is the recruitment of further key people (human capital) and the development of a wider organization (organizational capital) to allow the organization to expand. If this phase is successful the organization can enjoy strong growth with the creation of a string of new products and services as well as an infrastructure of buildings. This infrastructure becomes the social dividend of the process and the basis for a further phase of investment.

The social entrepreneur creates this circle of social capital accumulation. At each stage of this circle, social entrepreneurs need different kinds of support to reach the next step.

(Leadbeater, 1997, p. 51)

In my opinion, the change that GSCK and LGA mostly need is about creating a wider organization by recruiting professional and committed key people (whether it be the training staff of GSCK or the Board members of LGA) as well as empowering them to take an active part in the further development of these organizations.

Being aware of this kind of change, during the last several years I have started recruiting and preparing more training staff of GSCK, expanding the diversity of professional knowledge of the faculty as well as inviting visiting faculty from the Gestalt community.

Also, I have started thinking strategically about the long-term future for the training institute when the time for succession comes and it looks like this will be a real challenge for me. As Charles Leadbeater points out, “small businesses often find it

difficult to bring on a second generation of entrepreneurs to run a business once the founder has retired” (Leadbeater, 1997, p. 58).

Analysing why succession looks like a real challenge for me, I found a useful remark of Marshall Goldsmith (2013), which in a way explains this phenomenon:

Successful entrepreneurial founders:

Are usually driven people. They like to win. They are used to relying on themselves — and taking personal responsibility for decisions. It can be very difficult for a driven winner to let go and create an environment where others take the lead and do the winning.

Often have their name on the door of the business. Even if they don’t literally have their name on the door, they are personally identified with the business. It is their business. For founders, leaving the business can feel like leaving an important part of their personal identity. It is hard to be replaced, especially when the replacement is not only doing what you did but becoming who you were.

(Goldsmith, M. (2013). *Entrepreneurs and Succession*.
Harvard Business Online)

At the same time I agree with the well-known UK organizational consultant Jeremy Tozer who says that “one of the objectives and outcomes of good leaders is to make themselves redundant in operational terms, so that desired actions (to achieve ‘higher intent’) and behavioural norms continue whether or not the leader is present” (Tozer, 2012, p. 59).

So in order to ensure long-lasting and creative organization, first of all I see the goal to prepare a wider group of core trainers of GSCK, to make our human resources richer and not so dependent on resources of very few faculty members, as well as to establish a proper management structure of the organization which is flexible and flat, with a culture of creativity and trust.

Thinking about a long-term future of LGA and the succession, I have started working more intensively on inviting, inspiring and empowering LGA members (especially Board members) to take a more active part in different areas of LGA life. For instance: to take more active organizational roles and responsibilities in creating

and organizing LGA conferences and summer camps, writing articles and preparing LGA journals, or working on the development of Gestalt therapy theory and practice (being in charge of the field of scientific research). Also, I have started encouraging LGA Board members to take more active roles in the political and organizational issues (for example: working on the project of establishing psychotherapy practice law in Lithuania and representing LGA in national working groups and organizations for Psychotherapy). All of this is not always easy to do because all of us are working in LGA unpaid and on a voluntary basis, so I always have to look for motivated people who would like to spend their time and energy for free because of their social or professional interests, and at the same time to think how to secure proper permanence of our works and responsibilities, especially during the rotation of LGA Board members. It seems to me that one of the answers to how to do that in more successful way is about building commitment.

As the authors of “Intentional revolutions: seven-point strategy for transforming organizations” eloquently put it:

The key word here is *commitment*. Compliance, perhaps adequate in other contexts, is not enough. To transform an organization, change leaders need to tap into what has been called people’s “discretionary” energy. This is not something one gets by paying people. It is what people give because they want to – because they have come to feel and know in their hearts that the goals of the transformation and their own deeply held personal goals are inextricably intertwined. They have come to see that they cannot reach their own goals unless the organization reaches its goals, and the organization will reach its goal if they can reach theirs.

(Nevis, Lancourt and Vassallo, 1996, p. 115)

Reflecting critically on the development of LGA, I see several important trends. I have discovered that in 1998 only about 35% of members were practising psychotherapy (mainly doctors, psychologists or social workers); also around 65% of LGA members (from 36 LGA members in total) were not practising psychotherapists and came from other professions. In 2003 the number of LGA members had reached 50 and approximately 50% of them were professionals practising Gestalt psychotherapy.

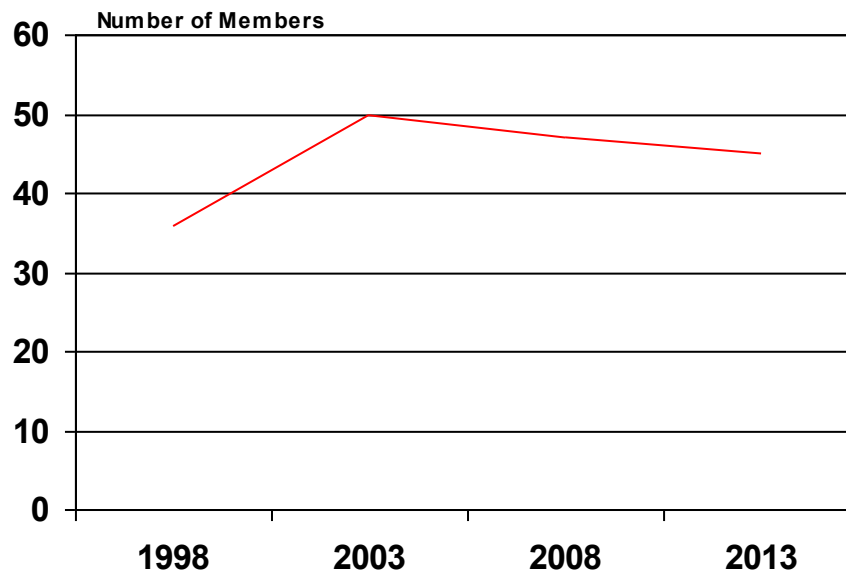
During the past few years the number of LGA members slightly dropped and in 2012 we had 45 members. At the same time in 2012 around 80% of all LGA members were Gestalt psychotherapy practitioners coming mostly from three professions: psychology (the majority), medicine and social work. Also it is interesting to note that in 1998, the majority of LGA members (around 90%) were from Kaunas city area. In 2012 only around 50% of LGA members were from Kaunas district and 50% of LGA members were from various towns and nearly all districts of Lithuania.

As I mentioned before, the period from 1998 to 2003 I would describe as the enthusiastic youth period for LGA, with a warm emotional atmosphere, informal relationships and closeness between members.

The period from 2003 to 2013 I would call entering a maturity period of LGA. Now LGA is a much more professional and bigger organization than it was in 1998. But with increasing professionalism, geographical and membership expansion and perhaps some other changes in the professional field (for instance, nowadays in Lithuania we have many more different psychotherapeutic associations and professional organizations than in 1998), we have lost to some extent this special feeling of intimacy and closeness as well as losing some members (Table No. 6) for whom this intimacy was one of the most important experiences in LGA life.

Looking through the prism of the organizational life cycle (Table No. 6), I think LGA is in the stage of stabilization (Jucevičius, 1998) and is entering to a maturity stage (Daft, 2007) with the possible future threat of losing its original vitality and becoming too formal and rigid an organization.

TABLE – No. 6
The organizational life cycle of LGA



Stages of the organizational life cycle of LGA		
1998	1998–2003	2003–2013
Birth	Intensive growth	Stabilization and entering to maturity

Summarizing all I have mentioned before, in my opinion LGA and GSCK need some kind of incremental change within the current frame of the organization. This means that the fundamentals of LGA and GSCK – their identity, mission and values – do not change. But at the same time these organizations need some type of organizational change: some tuning and adaptation as a response to changes within the frame of the organizations and changes in the professional field (Nadler, D., Shaw, R. and Walton, E., 1995, pp. 21–31).

Looking to future challenges of further development of LGA and Gestalt therapy in Lithuania, I see several main strategic goals:

1. To pay more attention not only to the professional side of the development of LGA but also to enhancing relationships and closeness among members of LGA.
2. To work on empowering more potential leaders of LGA, able to work not only on professional issues, but also on organizational and political issues of the organization.
3. To include more people who are able to work on organizational and political matters on behalf of LGA in national and international umbrella organizations.

Looking to future challenges of further development of GSCK, I see the following main strategic goals:

1. To create a large organization consisting of highly professional faculty members.
2. To establish a closer network with national and international colleagues and Gestalt therapy institutes, in order to expand the range of different professional styles, expertise and knowledge.
3. To work professionally, organizationally and politically on legal accreditation of the training program in Gestalt psychotherapy on national and international levels.

The development of LGA, GSCK and Gestalt psychotherapy in Lithuania continues and I am looking forward to new, exciting and challenging experiences in this journey.

16. Epilogue

Reflecting on the research through the lenses of three interrelated Gestalt concepts (the Holistic model of reflection and researching, the Gestalt Cycle of Experience and the Unit of Work) I can say that I have moved through the cycle of experience, completing the unit of work (my research) and have embraced different aspects of the whole – the different levels of my experiential reality (Diagrams Nos. 6; 7.).

DIAGRAM – No. 6

Interrelation of the Holistic model of reflection and researching and the Gestalt Cycle of Experience and the Unit of Work

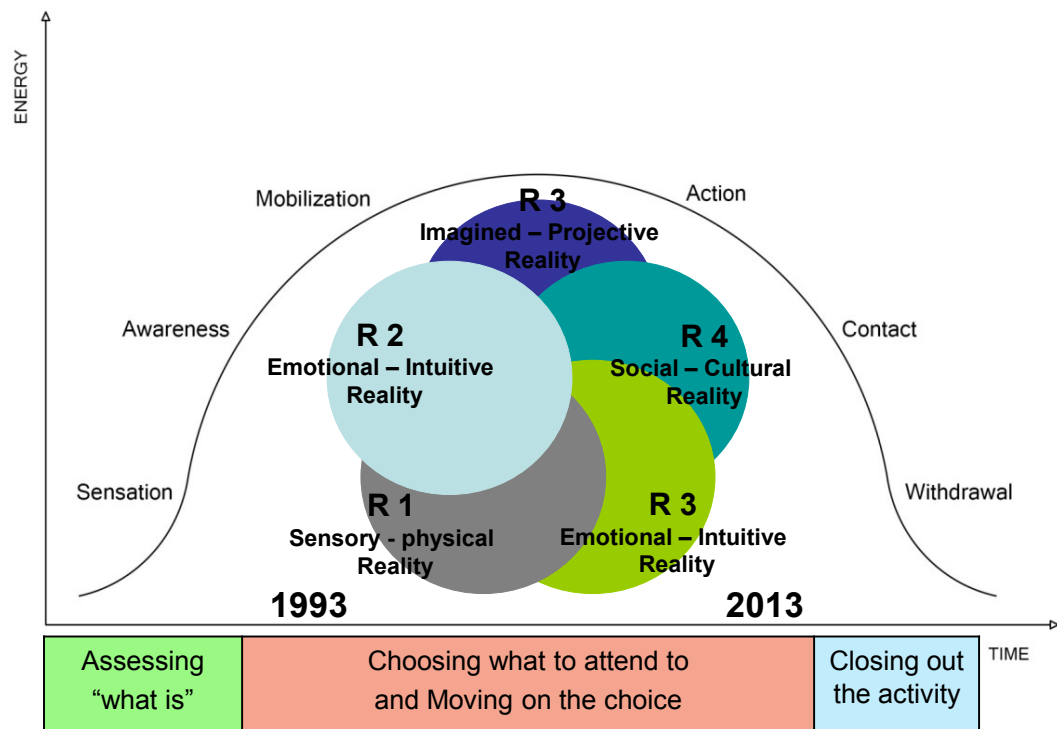
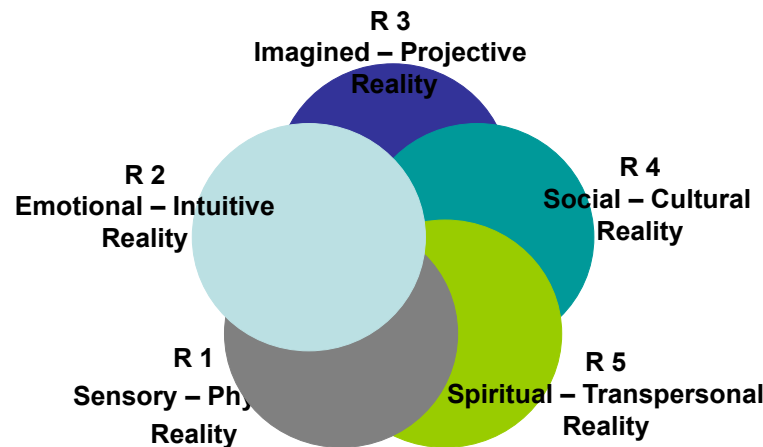


DIAGRAM – No. 7**The different levels of my experiential reality**

Reflecting on the research through the lenses of the Holistic model of reflection and researching I can say that I have embraced different aspects of the whole – the different levels of my experiential reality:

1. Sensory – Physical reality (R1): attending to my sensory data, physical environment and conditions which influenced the development of the Gestalt therapy practice and training at GSCK as well as the activities of LGA.
2. Emotional – Intuitive reality (R2): uncovering my values and deeper intentions, emotional and historical patterns of becoming a Gestalt psychotherapist as well as starting and developing Gestalt psychotherapy practice and training in Lithuania.
3. Imagined – Projective reality (R3): exploring my personal and Gestalt community needs, projections and visions that were acting during the establishment and development of GSCK and LGA.
4. Social – Cultural reality (R4): analysing the cultural context in Lithuania when I started and developed Gestalt therapy practice and training in Lithuania as well as reflecting on organizational structures and processes, values and culture, leadership and organization development strategies of GSCK and LGA.
5. Spiritual – Transpersonal reality (R5): exploring my spiritual values and practices which moved me to become a Gestalt psychotherapist and played a significant role in the development of Gestalt psychotherapy in Lithuania.

Reflecting on the impact of the research to myself through the lenses of three interrelated Gestalt concepts (the Gestalt Cycle of Experience, the Unit of Work and the Gestalt Concept of Self) I can say that I have moved through the cycle of experience, completing the unit of work (my research) and all three functions (Id, Ego, Personality) of myself were acting during this research and were affected by the research (Diagrams Nos. 8; 9.).

DIAGRAM – No. 8

Interrelation of the Gestalt Concept of Self and the Gestalt Cycle of Experience

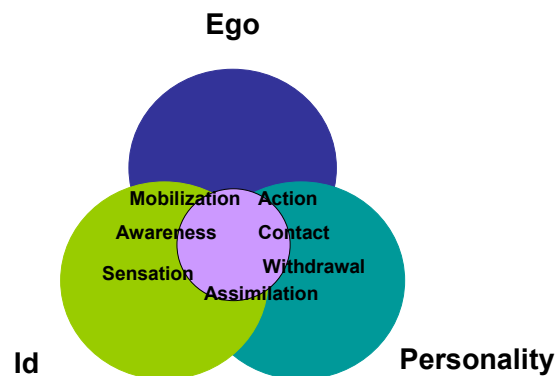
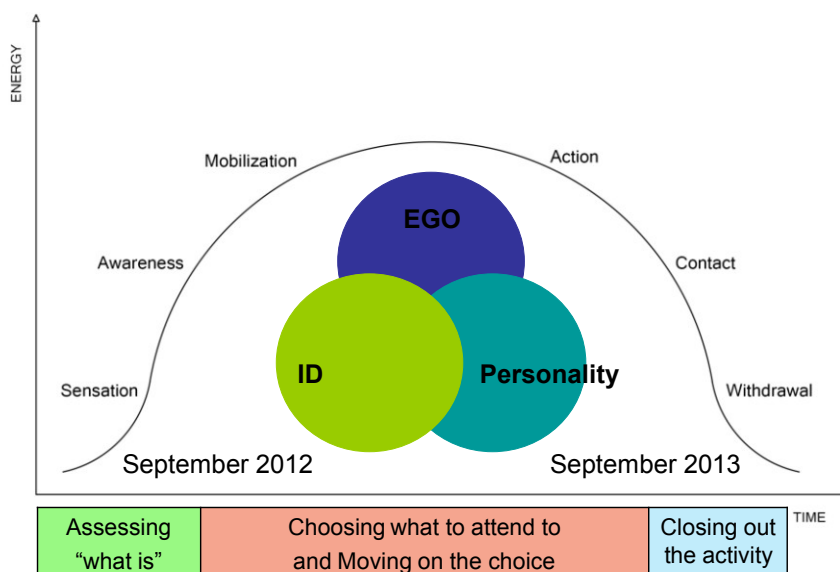


DIAGRAM – No. 9

Interrelation of the Gestalt Concept of Self and the Gestalt Cycle of Experience and the Unit of Work



Summary

During this research I have immersed myself in '24 hours being' (living, sleeping, dreaming, etc.) with different issues and questions of my research, and this process has changed me professionally and personally.

Firstly, this research affected me professionally:

1. I have greatly expanded my knowledge about a practitioner research model, especially on applying the Gestalt approach to holistic inquiry.
2. I discovered how the holistic inquiry model can be applied not only in this research but also much more broadly. For instance, in my professional work in therapy, training, organizational development and consulting, as well as in Gestalt therapy training, encouraging my students to reflect more holistically on their consultative work with clients.
3. Reflecting on my work and professional journey in the development of Gestalt psychotherapy in Lithuania, I have discovered some links and interactions between different spheres and lines of my personal and professional development of which I was not clearly aware before.
4. This research has inspired and challenged me to act more vigorously on improving some undeveloped sides of Lithuanian Gestalt Association and Gestalt Studies Center of Kaunas.

Secondly, this research affected me personally:

1. I was challenged to look more precisely not only at what I did and when I did it, but also how and why what I did contributed to the origins and development of Gestalt psychotherapy in Lithuania. I have discovered some inner intentions, feelings and links with the development of my personality.
2. Awareness, reflection and disclosure of my inner intentions, emotions, feelings and thoughts had a double effect on me. Using the Gestalt concept of self as a process, during this research:
 - I became more aware of id function: during the process of inner questioning and reflection, my past memories and intentions, inner emotions and feelings, future fantasies and visions started rising from my background into my awareness.

- My ego function became stronger during the process of selecting, disclosing and sharing the information which was not in my awareness before, or belonged only to me. Some of my unfinished business and underdeveloped sides of my personality became more figural and I have started working on this.
- Especially affected was my personality function, since the whole system of my views, beliefs and understanding of who I am, and what, how and why I did all of this during the past 20 years, was updated, reorganized and reintegrated. Now I feel that I have become more confident, more intelligent and more responsible as a professional and as a human being.

During this journey I have revealed many facets of my personality but one big gestalt is still open, one more question still remains unanswered. This is the Zen question: what is my original face (mind) before my parents were even born? I hope I am going to attain this answer in this or the next moment of my life.

Word count: 27,873

Rytis Artūras Stelingis

Appendices

Appendix No. 1

Description of the postgraduate one-year Gestalt therapy training program in Working with Individuals

Training program annotation

The Working with Individuals training program curriculum focuses on fundamental Gestalt therapy theory and practice, the Gestalt therapy approach in working with individuals, and the participants' personal and professional growth and development. The training program consists of theoretical lectures, practical methodological training sessions, real consultative/therapeutic work, supervisions, personal group therapy sessions and self-dependent work. Participants are given theoretical material – the manual and recommended reading list of Gestalt therapy literature. Besides theoretical - methodological training, the training program also helps students to have a clearer understanding of themselves and their relation to others, to get constructive feedback, to experiment and try out new forms of behaviour, to reveal unrecognized personality aspects, to solve personal problems and to seek personal integrity and the harmonious development of personality, which is very important for a psychotherapy practitioner. Program participants also have the opportunity to practice the Gestalt therapy approach in working with real individual clients and, during supervision, to get qualified professional support in dealing with the actual cases of the psychotherapeutic work.

Training program content:

- Gestalt therapy sources and basics.
- Main therapeutic aspects of the relationship between the therapist and client in Gestalt therapy. Therapeutic (existential) dialogue. Presence. Phenomenological aspects of presence.
- Polarities.

- Contact, the contact boundaries.
- Phenomenology and phenomenological observation.
- Personality development and change.
- Gestalt approach to the change process. “Paradoxical” change theory.
- Body (psychophysical) processes. Gestalt therapy: an integrated method of working with the body. Essential features of an integrated therapy.
- Field Theory. Figure and background.
- The Gestalt cycle of experience.
- Gestalt therapy diagnosis. A healthy individual's functioning and self-regulation. Gestalt therapy approach to impaired individual functioning and psychopathology.
- Consultative process intervention (verbal, non-verbal, general, specific support, and frustrating interventions). Therapeutic work in the safe risk zone. The organization of consultation based on the concept of the unit of work: the initial, middle and final stage.
- Resistance and contacting styles. Forms of resistances: Desensitization, Introjection, Projection, Retroflexion, Deflection, Confluence, Egotism. The landmarks of working with various forms of resistance.
- The use of experiments in Gestalt therapy. Theme: the objectives, principles and structure of experiment. Forms of experiment: awareness experiments; directed/instructive behavior experiments. Enactment/dramatization experiments (personification; dialogue with the personality parts; role playing/psychodrama), dramatization experiments content (the situation of the past restoration, the creation of imaginary situations, dramatization of personality characteristics or personality parts); Fantasy experiments; working with dreams experiments; working with aggression experiments; homework experiments.
- The setting of therapeutic counseling and physical environment. The emotional and ethical principles, values and boundaries of the therapist and client contact.

Duration of the training program in hours:

Total duration – 150 hours:

- Theoretical lectures – 18 hours.

- Practical methodological training – 98 hours.
- Group gestalt therapy – 22 hours.
- Supervision of real therapeutic work with individual clients/patients – 11 hours;
- The term paper (real therapeutic work with an individual client/patient) presentation and defence – 1 hour.

The learning outcomes of the training program:

On completion of the training program the student is able to:

1. Identify and apply the philosophical, ethical and psychological principles of Gestalt psychotherapy.
2. Define the core of principles and assumptions of effective Gestalt psychotherapy.
3. Understand the key objectives and goals of gestalt therapy.
4. Focus on the general objectives of the therapy and manage the consulting process.
5. Consistently and purposefully manage client change process.
6. Create a positive therapeutic environment and adequate contact with the client.
7. Understand and apply the developmental principles of therapeutic relationship with the client, the specificity and dynamics of this relationship.
8. Understand and manage the body (psychophysical) processes.
9. Identify key resistance of the client to work with them on individual and interpersonal levels.
10. Understand the phenomena of transference and counter-transference.
11. Apply process interventions on personal and interpersonal levels.
12. Create, properly structure and manage the gestalt experiments as systematically organized behavioural events.
13. Assess the effectiveness of individual Gestalt psychotherapy.
14. Carry out self-dependent psychotherapeutic work with real individual clients and be able to analyze it.

Evaluation of the learning outcomes of the training program:

Completion certificate awarded after fulfilment of the following requirements:

- Participation in theoretical lectures and workshops (of not less than 70% of the total hours).
- Demonstration of consulting work with real external client and group supervision.

- Self-dependent psychotherapeutic consultation with real individual client (1-4 consultations) presented in the term paper.
- Term paper preparation, presentation (oral and written) and defence.

Term paper work includes:

2. 1-3 point summary of the consultation.
3. A brief introduction to the described situation: general information about the client, counselling place, circumstances, conditions, etc.
4. Description of the organization of consultancy work in accordance with the principles of the work unit.
5. Identification occurring resistance (resistance mechanisms).
6. Key interventions used: indicating the figure, the intention, the intervention and the effect of an intervention.
7. Experiments carried out during the consultation and the proposed home experiments, indicating the theme, form and structure of the experiments.
8. General counselling/therapy effect to the client.
9. Conclusions, difficulties and further direction of working with the client;
10. The list of literature used in the term paper work.

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Appendix No. 2

Description of the postgraduate one-year **Gestalt therapy** training program in Working with Groups

Training program annotation

The Working with Groups training program focuses on Gestalt therapy approaches to working with groups, and the participants' personal and professional growth and development.

The training program consists of theoretical lectures, practical methodological sessions, real therapeutic work, supervisions, personal group therapy sessions and self-dependent work. Students are given theoretical material – the manual and recommended reading list of Gestalt therapy literature.

Besides theoretical - methodological training, the training program also enables students to have a clearer understanding of themselves and their relation to others, to receive constructive feedback, to experiment and try out new forms of behaviour, to reveal unrecognized personality sides, and to seek personal integrity and the harmonious development of personality that is extremely important for a Gestalt group practitioner. Training program participants also have the opportunity to practise a Gestalt therapy approach in working with the group of real clients and, during supervisions, get qualified professional support in dealing with the actual cases of working with groups.

Training program content:

- The origins of Gestalt group therapy.
- The main goals of Gestalt group therapy. Basic principles, norms and values of Gestalt group.
- The basic principles and landmarks of group formation.
- The setting of therapeutic counseling and physical environment. The emotional and ethical principles, values and boundaries of the therapist and clients contact.
- Short-term and long-term group therapy.
- Co-therapy/co-leadership of the group.

- The key aspects of the therapeutic relationship between the therapist and the clients in Gestalt group therapy.
- The main role and functions of Gestalt group leader.
- Gestalt therapy approach to the change process.
- The Gestalt interactive cycle of experience.
- The basic principles and stages of group development. Main characteristics of different stages of group development. The main objectives and tasks of group leader in different stages of group development.
- General systems theory. The group as a social system. The levels of group system (individual, interpersonal, subgroup and group).
- Process interventions targeted at different levels of group system. Essential criteria of the choice of level of intervention.
- Consultative process intervention (verbal, non-verbal, general, specific support, and frustrating interventions). Therapeutic work with the group in the safe risk zone. The organization of group session based on the concept of the unit of work: the initial, middle and final stage.
- Resistances and contacting styles (Desensitization, Introjection, Projection, Retroflection, Deflection, Confluence, Egotism.) at the different levels of group system. The phenomena of transference and counter-transference in the group. The landmarks of working with various forms of resistance in the group.
- The use of experiments in Gestalt group therapy. Theme. The objectives, principles and structure of experiments. Forms of experiment: Awareness experiments; Directed behaviour experiments. Dramatization experiments (personification; dialogue with the personality parts, role playing/psychodrama); dramatization experiments content (the situation of the past restoration, the creation of imaginary situations, dramatization of personality characteristics or personality parts); fantasy experiments; working with dreams experiments; working with aggression experiments; homework experiments.
- Therapeutic factors of Gestalt group therapy.

Duration of the training program in hours:

Total duration – 150 hours:

- Theoretical lectures – 18 hours.
- Practical methodological training – 98 hours.
- Group gestalt therapy – 22 hours.
- Supervision of real therapeutic work with a group of clients/patients – 11 hours.
- The term paper (real consultative/ therapeutic work with an individual client/ patient) presentation and defence – 1 hour.

The learning outcomes of the training program:

On completion of the training program the student is able to:

1. Create a group with regard to the basic principles of group formation.
2. Set goals, develop values and norms of a Gestalt group.
3. Understand and apply the roles and functions of the Gestalt group leader.
4. Identify and apply the ethical and emotional principles of group leadership.
5. Know and apply in practice the basic principles and stages of group development.
6. Know the main objectives and tasks of group leader in different stages of group development and apply them in practice.
7. Understand the group as social system and differentiate the different levels of group system (individual, interpersonal, subgroup and group).
8. Apply a variety of process interventions at different levels of the group system.
9. Recognize and work with various forms of resistance occurring at different levels of the group system.
10. Understand the phenomena of transference and counter-transference in the group, to be able to work with them.
11. Create, properly structure and manage the Gestalt experiments at different levels of group system.
12. Assess therapeutic factors and the effectiveness of group Gestalt psychotherapy for group members.
13. Carry out psychotherapeutic work with real clients groups and to be able to analyze it.

Evaluation of the learning outcomes of the training program:

The completion certificate is awarded after fulfilment of the following requirements:

- Participation (not less than 70% of total hours) in theoretical lectures and workshops.
- Demonstration of work with the group of real clients and group supervision;
- Self-dependent psychotherapeutic consultation with the group of real clients (1-4 group therapy sessions), presented in the term paper;
- Term paper preparation, presentation (oral and written) and defence.

Term paper work includes:

- 1-4 group therapy sessions summary.
- A brief introduction to the described situation: general information about the client, counselling place, circumstances, conditions, etc.
- Description of the organization of consultancy work in accordance with the principles of the work unit and the developmental stage of the group.
- Identification and analysis of occurring resistance (forms of resistance) at various levels of the group system.
- Key interventions used: indicating the figure, the intention, the systemic level of intervention, the intervention and the effect of an intervention; carried out the experiments and the proposed home experiments, indicating the theme, the form and structure of the experiments.
- Prevailing therapeutic factors in group therapy sessions.
- Prevailing functions of the Gestalt group leader in group therapy sessions.
- General counselling/therapy effect on the clients.
- Conclusions, difficulties and further directions of working with the group.
- The list of literature used in the term paper work.

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Appendix No. 3

Description of the postgraduate one-year training program in the Gestalt approach to Organization Development

Training program annotation

The Organization Development training program focuses on group learning as a learning organization model for the development, the development of the social system of organization, Gestalt approaches to development of organizations, groups and individuals, and the participants' personal and professional growth and development. The Organization Development training program consists of theoretical lectures, practical methodological sessions, real consultative work, supervisions, personal growth groups and self-dependent work. Students are given theoretical material – the manual and recommended reading list of Gestalt approach to organization and systems development.

Besides theoretical - methodological training, the training program also allows for students to have a clearer understanding of themselves and their relation to others, to experiment and try out new forms of behaviour, to deal with personal and organizational problems and to seek personal integrity. In addition, program participants have the opportunity to practice a Gestalt approach to working with real organizations and, during supervisions, to get qualified professional support in dealing with the actual cases of working with organizations.

Training program content:

- General systems theory. The organization as a social system, its main characteristics, the main aspects of the various subsystems of the organization.
- The concept of Organizational Development.
- The concepts of organizational culture, vision and philosophy.
- Gestalt-oriented Organizational Development and essential consulting principles.
- Psychological counselling/psychotherapy and organizational consulting (differences and similarities).
- Individual, group and team work: essential differences and similarities.
- Effective leadership from a Gestalt perspective.

- Major organizational development interventions from a Gestalt perspective.
- Key landmarks of a Gestalt practitioner in organizations.
- Creating the vision and values of the training group as learning organization.
- Creating the structure of the training group as learning organization. The formation of different groups and teams.
- Professional and ethical principles of a Gestalt practitioner in organizations.
- The Gestalt interactive cycle of experience (organizational context).
- Consultative process interventions, counselling reference scheme, the effect of the different levels of the system (individual, interpersonal, subgroup, group, organizational). Co-leadership.
- Organizational change process. Change and resistance.
- The basic blocks to creativity in organizations.
- Manifestations of resistance in organizations (at different levels of the social system of organization). The management of resistance to change: major landmarks working with different forms of resistances.
- Finding themes. The development of experiments of practical consulting work.
- The unit of work in consulting work with client system.
- Gestalt-oriented organizational assessment. Diagnostic models.
- Organization assessment methods and their comparison (free interviews, standardized questionnaire, observation, analysis of internal documents, etc.).
- The management strategy of fundamental organizational change.
- Change planning in organization, strength-field analysis, brainstorm method (steps, the basic principles of the application).

Duration of the training program in hours:

Total duration – 150 hours:

- Theoretical lectures – 18 hours.
- Practical methodological training – 85 hours.
- Consultancy work (working with real client systems /organizations) – 25 hours.
- Personal growth groups (group Gestalt therapy) – 12 hours.
- Supervision of real consultancy work with client systems (organizations) – 9 hours;
- The term paper (consultancy work with organization) presentation and defence–1hour.

The learning outcomes of the training program:

On completion of the training program the student is able to:

1. Understand the organization as social system and differentiate the different levels of the organization system (individual, interpersonal, subgroup and group, intergroup organizational).
2. Assess the organizations and their subsystems using a variety of diagnostic models as well as identify organizational and psychological problems arising in organizations from a Gestalt perspective.
3. Understand and apply the basic activities of effective leader and Gestalt-oriented organization development consultant.
4. Create and develop the vision and culture of the organization from a Gestalt perspective.
5. Understand and develop an organization as learning community, paying attention to and balancing the strategic and intimate goals of the organization.
6. Identify the main problems facing the organization, monitor and manage the processes taking place at different levels of social system of organization.
7. Identify and manage resistances at individual, interpersonal, group and organizational levels.
8. Apply Gestalt-oriented interventions at different levels of the social system of the organization.
9. Practically apply the Gestalt-oriented organizational development approach to working with real organizations.
10. Carry out Gestalt-oriented organizational development work with real clients systems and be able to analyze it.

Evaluation of the learning outcomes of the training program:

The completion certificate is awarded after fulfilment of the following requirements:

- Participation (not less than 70% of total hours) in theoretical lectures and workshops.
- Independent consultancy work with real organizations – an average of 25 hours (individual work and work in consulting group/team).
- Independent consultancy work with real organizations (25 hours), presented in the term paper.

- Term paper preparation, presentation (oral and written) and defence.

Term paper work includes:

- A brief introduction to the described situation: general information about the organization, consulting place, circumstances, conditions, etc.
- The organization function assessment (questionnaires, individual interviews, direct observation of organizational processes, etc.).
- The current company situation analysis, reflecting the organization's existing problems and improvement activities.
- Identification and analysis of occurring resistances (forms of resistance) at various levels of the organization.
- Description of the organization of consultancy work in accordance with the principles of the work unit.
- Recommendations for organization's development (developmental areas and action plan).
- General counselling effect on the client's system.
- Conclusions, difficulties, further directions of working with the organization.
- The list of literature used in the term paper work.

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Appendix No. 4

Descriptions of the postgraduate one-year Gestalt therapy training program: Specialized training program

Training program annotation

The Specialized training program curriculum especially focuses on the Gestalt psychotherapy approach to psychopathology and psychopathological disturbances, and on the participants' personal and professional growth and development.

The training program consists of theoretical lectures, practical methodological training sessions, real consultative/therapeutic work, supervisions, personal group therapy sessions and self-dependent work. Participants are given theoretical material – the manual and recommended reading list of Gestalt therapy literature.

Besides theoretical – methodological training, the training program also allows for students to have a clearer understanding of themselves and their relation to others, to get constructive feedback, to experiment and try out new forms of behaviour, to reveal unrecognized personality sides, to solve personal problems and to seek personal integrity and the harmonious development of personality which is extremely important for a practising psychotherapist. Program participants also have the opportunity to practice a Gestalt therapy approach to working with real individual clients/patients and, during supervisions, to get qualified professional support in dealing with the actual cases of the psychotherapeutic work.

Training program content:

- Gestalt personality (Self) theory.
- Diagnostics. Gestalt therapy diagnosis.
- The phenomena of transference and counter-transference in individual psychotherapy. The landmarks of working with transference and counter-transference in individual psychotherapy.
- Shame and its aspects. Shame in the development process. Working with shame. Major therapeutic process landmarks.
- Guilt and its aspects. Working with guilt. Major therapeutic process landmarks.

- Anxiety. Working with anxiety. Essential therapeutic process landmarks.
- Gestalt psychotherapy approach to psychopathology and psychopathological disturbances.
- General psychopathology.
- Gestalt therapy clinical applications. Mental disorders system regarding therapeutic effect of Gestalt therapy. The landmarks of working with psychopathological disturbances.
- Neurotic disorders. Anxiety disorders. Conversion disorders. Psychosomatic disorders. Depression. Reaction to severe stress and adaptation problems. Sexual disorders. Sleep disorders. The landmarks of Gestalt psychotherapeutic work with such disorders.
- Personality disorders. Gestalt psychotherapeutic work with personality disorders.
- Addictions. The fundamental dominant themes of working with addictions.
- Gestalt psychotherapeutic work with addictions.
- Psychotic disorders. The landmarks of Gestalt psychotherapeutic work with psychotic disorders.
- Short-term and long-term individual and group Gestalt therapy.
- Long-term Gestalt therapy model.
- Therapeutic factors in individual Gestalt therapy.
- The main characteristics of major schools of psychotherapy (Gestalt therapy, psychoanalytic-psychodynamic therapy, cognitive-behavioural therapy, a client-oriented therapy, existential therapy, transactional therapy).

Duration of the training program in hours:

Total duration – 150 hours:

- Theoretical lectures – 18 hours.
- Practical methodological training – 98 hours.
- Group gestalt therapy – 22 hours.
- Supervision of real therapeutic work with individual clients/patients – 11 hours;
- The term paper (real consultative/ therapeutic work with an individual client/ patient) presentation and defence – 1 hour.

The learning outcomes of the training program:

On completion of the training program the student is able to:

1. Apply Gestalt psychotherapy approach to psychopathology and psychopathological disturbances.
2. Describe the personality features (structures), diagnose their problems.
3. Diagnose client problems from a Gestalt therapy perspective (the disturbances/resistances of Gestalt cycle of experience; “Self” dysfunctions; Problems of the organization of ground).
4. Understand and apply the links between different diagnostic models (Gestalt diagnosis, DSM, ICD) and concepts of Gestalt therapy (Gestalt cycle of experience, resistances, “Self” functions, the structures of personal ground) in psychotherapeutic process working from a Gestalt therapy perspective.
5. Identify and work with, from a Gestalt therapy perspective, with the phenomena of shame, guilt and anxiety.
6. Recognize main psychopathological disorders and apply the basic Gestalt therapy principles of working with various groups of disorders.
7. Apply the various Gestalt therapy strategies and methods of working with neurotic, psychotic, personality disorders and addictions.
8. Understand and apply the main principles of short-term and long-term Gestalt psychotherapy in psychotherapeutic work with individual clients/patients.
9. Differentiate between the main schools and directions of psychotherapy, their basic theoretical principles, psychotherapy methods and techniques.
10. Carry out self-dependent psychotherapeutic work with real individual clients/patients and be able to analyze it.

Evaluation of the learning outcomes of the training program:

The completion certificate awarded after fulfilment of the following requirements:

- Participation (not less than 70% of total hours) in theoretical lectures and workshops.
- Demonstration of consulting work with real external client and group supervision.
- Self-dependent psychotherapeutic consultation with a real individual client (1-4 consultations) presented in the term paper.
- Term paper preparation, presentation (oral and written) and defence.

Term paper work includes:

- 2-4 point summary of the consultation.
- A brief introduction to the described situation: general information about the client, therapy place, circumstances, conditions, etc.
- Therapy description of the nature, indicating the total duration of therapy, the frequency and duration of meetings.
- A diagnostic assessment of the client, based on Gestalt diagnosis (as well as other diagnostic systems) indicating clients' resistances, the phases of Gestalt cycle experience, which reflects malfunctioning, disturbances in "self" functions.
- Description of the organization of consultancy work in accordance with the principles of the work unit.
- Identification occurring resistance (resistance mechanisms).
- Key interventions used; indicating the figure, the intention, the intervention and the effect of an intervention.
- The experiments carried out during the consultation and the proposed home experiments, indicating the theme, the form and structure of the experiments.
- General counselling/therapy effect on the client.
- Evaluation of client's anxiety, fear, guilt, shame, transfer phenomena.
- Evaluation of therapeutic factors.
- Conclusions, difficulties and further direction of working with the client.
- The list of literature used in the term paper work.

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Appendix No. 5

Description of the postgraduate one-year **Gestalt therapy** training program in Working with Couples and Families

Training program annotation

The Working with Couples and Families training program focuses on Gestalt therapy approaches to working with couples and families, as well as the participants' personal and professional growth and development.

The training program consists of theoretical lectures, practical methodological sessions, real therapeutic work, supervisions, personal group therapy sessions and self-dependent work. Students are given theoretical material – the manual and recommended reading list of Gestalt therapy literature.

Besides theoretical – methodological training, the training program also allows for students to have a clearer understanding of themselves and their relation to others, to receive constructive feedback, to experiment and try out new forms of behaviour, to reveal unrecognized personality sides, to solve personal problems and to seek personal integrity and the harmonious development of personality, which is very important for a Gestalt therapy practitioner. Program participants also have the opportunity to practice a Gestalt therapy approach to working with couples, families, children and adolescents and, during supervisions, to get qualified professional support in dealing with the actual cases of working with a couple or family.

Training program content:

- The basic characteristics of a family.
- The essential characteristics of couple and family Gestalt therapy.
- The main principals of Gestalt therapy with couples and families.
- The setting of therapeutic counselling and physical environment in working with couples and families.
- Couple and family as intimate social system. The levels of couple and family system.

- The essential characteristics of communication and interaction of the intimate social systems.
- The interactive cycle of experience in working with couples and families.
- Basic assumptions of the couple/family functioning and orienting principles of the therapeutic process.
- The management of a consultative process in working couples and families.
- Co-therapy of the couple/family.
- Consultative process intervention. The orienting scheme of the strategy of interventions. The organization of group session based on the concept of the unit of work: the initial, middle and final stage.
- Strategies and interventions targeted at different levels of couple and family system: individual, interpersonal, dyadic, group.
- Strategies and interventions working with different forms of resistance at different levels of couple and family system. The phenomena of transference and countertransference working with couples and families. The landmarks of working with various forms of resistance in couple/family therapy.
- The use of different forms of experiments in Gestalt couple and family therapy.
- The main orienting principles and techniques of Gestalt therapy work with children and adolescents.
- The key ethical principles of working with couples and families.

Duration of the training program in hours:

Total duration – 150 hours:

- Theoretical lectures – 16 hours.
- Practical methodological training – 100 hours.
- Group gestalt therapy – 22 hours.
- Supervision of real therapeutic work with the couple/family – 11 hours.
- The term paper (real consultative/ therapeutic work with couple/family) presentation and defence – 1 hour.

The learning outcomes of the training program:

On completion of the training program the student is able to:

1. Identify and apply the philosophical, ethical and psychological principles of Gestalt psychotherapy working with couples and families.
2. Set goals, develop values and norms of Gestalt couple/family therapy.
3. Know and apply the main therapeutic landmarks working with children and adolescents.
4. Focus on the general objectives of the consultancy, manage consulting process, and recognize couple/family patterns.
5. Understand and apply the functions of the Gestalt couple/family therapist.
6. Create a therapeutic environment and contact with the couple/family members.
7. Assess the functioning of the couple/family using the interactive cycle of experience and the essential characteristics of communication and interaction of the intimate social systems.
8. Know and apply the basic assumptions of the couple/family functioning and orienting principles of the therapeutic process.
9. Consistently and purposefully manage the change process of couple/family.
10. Understand the couple/family as intimate social system and differentiate the different levels of system (individual, interpersonal, dyadic and group). Apply a variety of process interventions at different levels of the couple/family system.
11. Recognize and work with various forms of resistance occurring at different levels of the couple/family system.
12. Understand the phenomena of transference and counter transference working with couple or family, and be able to work with them.
13. Create, properly structure and manage the Gestalt experiments at different levels of the couple/family system.
14. Assess the effectiveness of Gestalt couple/family therapy for couple/family members.
15. Carry out self-dependent psychotherapeutic consultations with a real couple or family, and be able to analyze it.

Evaluation of the learning outcomes of the training program:

The completion certificate awarded after fulfilment of the following requirements:

- Participation (no less than 70% of total hours) in theoretical lectures and workshops.

- Demonstration of consulting work with real couples or families and group supervision.
- Self-dependent psychotherapeutic consultation with the couple/family (1-4 group therapy sessions), presented in the term paper.
- Term paper preparation, presentation (oral and written) and defence.

Term paper work includes:

- 1-4 couple or family therapy sessions summary.
- A brief introduction to the described situation: general information about the clients, counselling place, circumstances, conditions, etc.
- Description of the organization of consultancy work in accordance with the principles of the work unit.
- Couples/family functioning assessment based on: 1) the interactive cycle of experience; 2) the essential characteristics of communication and interaction of the intimate social systems; 3) basic assumptions of the couple/family functioning and orienting principles of the therapeutic process.
- Identification and analysis of occurring resistance (forms of resistance) at various levels of the couple/family.
- Key interventions used: indicating the figure, the intention, the systemic level of intervention, the intervention and the effect of an intervention.
- The experiments carried out during the consultation, and the proposed home experiments, indicating the theme, the form and structure of the experiments.
- General counselling/therapy effect on the clients.
- Conclusions, difficulties, problems and further directions of working with the couple/family.
- The list of literature used in the term paper work.

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Appendix No. 6

Presentations at the annual conferences of Lithuanian Gestalt Association (LGA) (2004–2013)

April 24 2004, Presentations at the annual conference of LGA. (*LGA Naujienu*, No. 5 priedas {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>):

1. “Radical view to egotism”. Speaker – Rytis Stelingis
2. “Practical Gestalt work incorporating the 3rd chair”. Speaker – Solveiga Volkavičiūtė
3. “Women in leadership ‘test’ Gestalt”. Speaker – Ramunė Truncė
4. “My dynamics as gestalt therapist over 10 years of working in the field of rehabilitation”. Speaker – Aidas Giedraitis
5. “An Application of Gestalt methodology to disabled people in rehabilitation homes and rehabilitation sanatorium”. Speaker – Laima Sapežinskienė
6. “How Gestalt changed my life”. Speaker – Dalia Pileckienė
7. “Kaunas Gestalt Club – 7 years of existence”. Speaker – Vilija Gelšvartienė
8. “Clear mind practice in Gestalt therapy and beyond (theory and practice)”. Speaker – Rytis Stelingis

April 30 2005, Presentations at the annual conference of LGA. (*LGA Naujienu*, No. 5 priedas {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>):

1. “Lithuanian Introjections”. Speaker – Aidas Giedraitis
2. “Gestalt approach in working with psychotic patients”. Speaker – Romusis Stanius
3. “Pastoral care of divorced the Diocese Center of Panevėžys”. Speaker – Jolanta Ribačevskaitė
4. “Gestalt workshops for couples: a conscious choice to love”. Speaker – Ramunė Truncė
5. “Training standards of Gestalt counsellor”. Speaker – Rytis Stelingis

April 29 2006, Presentations at the annual conference of LGA. (*LGA Naujienu*, No. 6 priedas {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>):

1. "The impact of Gestalt groups to the formation of psychology teacher". Speaker – Fausta Balčiūnaitė
2. "Gestalt combination with regression hypnosis". Speaker – Aidas Giedraitis
3. "The operationalization of the counselling diagnostic data and Gestalt therapy in rehabilitation of persons with disabilities". Speaker – Laima Sapežinskienė.
4. "How to reveal and use internal client resources using Gestalt experiments". Speaker – Ramunė Truncė
5. "Psychotherapy in Lithuania". Speaker – Rytis Stelingis

April 28 2007, Presentations at the annual conference of LGA. (*LGA Naujienu*, No. 7 priedas {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>):

1. "The interface of Gestalt and the family constellation methods". Speaker – Aidas Giedraitis
2. "Dance and Movement Therapy in couples/family counselling (case study)". Speakers – Laima Sapežinskienė and Alvydas Soraka
3. "Dance therapy as an integrative method in the work of gestalt counsellor". Speaker – Ramunė Truncė
4. "The World as our patient". Speaker – Vytas Stoškus
5. "Kaunas Gestalt Club – 10 years". Speaker – Vilija Gelšvartienė
6. "Gestalt therapy: systematic view to correct awareness-relationship-action". Speaker – Rytis Stelingis

April 26 2008, Presentations at the annual conference of LGA. (*LGA Naujienu*, No. 8 priedas {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>):

1. "The interface of Gestalt therapy and trauma healing according to P.Lewin (SE)". Speaker – Aidas Giedraitis
2. "The Tale for adults. Therapeutic aspects and opportunities". Speakers – Vita Janavičius and Kristina Radvilienė
3. "Dance and movement therapy: the experience of disabled with spinal cord injury, wheelchair-dependent" Speakers – Laima Sapežinskienė and Alvydas Soraka

4. "LGA – 10 years of existence: from 1998 to 2008". Speaker – Rytis Stelingis

April 25 2009, Presentations at the annual conference of LGA. (*LGA Naujienu*, No. 9 priedas {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>):

1. "Everyday dialogue in the couple (family) tango dance suite". Speakers – Laima Sapežinskienė, Alvydas Soraka, Daina Milikauskienė
2. "Working with the body processes: the emergence of meaningful figures in the use of trauma healing method according to P. Lewin". Speaker – Aidas Giedraitis
3. "Therapeutic factors of individual Gestalt therapy" (based on ten short-term and long-term Gestalt psychotherapy case studies). Speaker – Rytis Stelingis
4. Video film "Psychotherapy with the unmotivated patient". (The educational film presents the famous Gestalt therapist Dr. Erving Polster's psychotherapeutic work with an unmotivated client in long-term individual Gestalt psychotherapy (with translation from English to Lithuanian)).

May 8 2010 Presentations at the annual conference of LGA. (*LGA Naujienu*, No. 10 priedas {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>):

1. "Art + psychotherapy = art therapy". Speaker – Dovile Jankauskienė
2. "Psychotherapy and role of mediation in abusive families". Speaker – Vytas Stoškus
3. "Stress in the family: gestalt cycle in the rhythm of waltz". Speakers – Laima Sapežinskienė, Alvydas Soraka, Daina Milikauskienė
4. "Introjection management impact on personal development." Speakers – Daiva Tumasonytė and Jolanta Antanaitienė
5. "Supervision – the way to professional mastery". Speaker – Rytis Stelingis
6. "The attitude of Gestalt therapy" (Video film presenting the Paris school of Gestalt therapy. In Russian or English).

April 30 2011, Presentations at the annual conference of LGA. (*LGA Naujienu* Nr. 11 priedas {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>):

1. "Practical aspects of working with families". Speaker – Aidas Giedraitis
2. "The interface of Gestalt psychotherapy and Cognitive and Behavioral therapies". Speaker – Audrius Mozūraitis
3. "The interface of Coaching and Gestalt". Speaker – Dovilė Černiauskienė

4. "Connections between Buddhism and Gestalt therapy". Speaker – Rytis Stelingis

April 28 2012, Presentations at annual conference of LGA. (*LGA Naujienu*, No. 12 priedas {online}. Available from: <http://www.lga-gestalt.lt/-lga-naujienos---2/lt/>):

1. "The model of long-term therapy strategies". Speaker – Aidas Giedraitis
2. "Gestalt Therapy: anger, working with strong feelings through art as means of expression". Speaker – Dovile Jankauskienė
3. "Therapeutic benefits of combining Gestalt psychotherapy and Cognitive Behavioral therapy in therapeutic process". Speaker – Dženeta Neverauskienė
4. "The Self measurement using Gestalt contact styles". Speaker – Laima Sapežinskienė
5. "The method of drawing on the water in Gestalt therapy". Speaker – Gražina Sapiegienė
6. "Mentalization in Gestalt therapy" Speaker – Daiva Tumasonytė
7. "A look at the theory of the Self through the prism of the Gestalt cycle of experience". Speaker – Rytis Stelingis

May 18 2013, Presentations at the annual conference of LGA. (*LGA Naujienu*, No. 10 priedas {online}. Available from: <http://www.lga-gestalt.lt/lga-konferencija-8/lt/>):

1. "The origins and development of Gestalt psychotherapy in Lithuania since 1993 to 2013". Speaker – Rytis Artūras Stelingis
2. "History of Kaunas Gestalt Club". Speaker – Vilija Gelšvartienė
3. "The research of power relations in Gestalt psychotherapy". Speakers – Laima Sapežinskienė
4. "Gestalt therapy features working with addicts". Speakers – Lina Jurkšaitė - Pačėsienė

Appendix No. 7

A detailed list of my public works (PW)

I am providing a detailed list of my Public Works (PW) in a chronological format (Table No. 7) as well as supporting evidence of my Public Works (PW) (see Volume 2) which have contributed to the origins and development of Gestalt psychotherapy in Lithuania 1993 to 2013 and have expanded into five interrelated fields:

1. Starting and developing Gestalt psychotherapy practice in Lithuania. (PW1)
2. Giving lectures, presentations, workshops, writing articles and my book about Gestalt psychotherapy. (PW2)
3. Establishing Gestalt Studies Center of Kaunas, starting and developing Gestalt therapy training in Lithuania. (PW3)
4. Establishing and developing Lithuanian Gestalt Association (LGA) as well as representing LGA and Gestalt Therapy School of Lithuania in the European Association for Gestalt Therapy (EAGT). (PW4)
5. Working as Secretary of the Lithuanian Psychotherapy Council (LPC) on the development of psychotherapy and Gestalt therapy in Lithuania as well as a representative of LGA and Gestalt Therapy School of Lithuania with other leaders of major psychotherapeutic schools in Lithuania on the project of establishing psychotherapy practice law in Lithuania. (PW5)

TABLE – No. 7

<p>A detailed list of my Public Works (PW) in a chronological format as well as supporting evidence of my Public Works (PW) (see Volume 2)</p>
<p>PW1 – Starting and developing Gestalt psychotherapy practice in Lithuania, Vol. 2, pp. 8–41.</p>
<ul style="list-style-type: none"> • Rytis Artūras Stelingis’s professional recognitions and certificates which have supported and promoted Gestalt psychotherapy practice in Lithuania, Vol 2, p. 8. <ol style="list-style-type: none"> 1. The Diploma of a Doctor, Vol. 2, p. 8. 2. The Certificate of the Intensive Post-Graduate Training Program in Gestalt Methods (1993, Gestalt Institute of Cleveland, USA), Vol. 2, p. 11. 3. The Certificate of the Three-Year Post-Graduate Training Program in Gestalt Methods with a one-year specialization in Working with Groups (1995, Gestalt Institute of Cleveland, USA), Vol. 2, p. 12. 4. The Certificate of the International Program in a Gestalt Approach to Organization and Systems Development (1998, Gestalt Institute of Cleveland, USA), Vol. 2, p. 13. 5. The European Certificate of Gestalt Psychotherapy (EAGT, 2001), Vol. 2, p. 14. 6. The European Certificate of Psychotherapy (EAP, 2002), Vol. 2, p. 15. 7. The World Certificate of Psychotherapy (WCP, 2009), Vol. 2, p.16. 8. The Lithuanian Certificate of Gestalt Psychotherapist, (LGA, 2009), Vol. 2, p. 17. 9. The European Certificate for an Accredited Supervisor (EAGT, 2012), Vol. 2, p. 18. • Rytis Artūras Stelingis’s articles and contributory work which have supported the development of Gestalt psychotherapy practice in Lithuania, Vol. 2, p. 19. <ol style="list-style-type: none"> 10. Stelingis, R. A. (2002). The Situation of Psychotherapy in Lithuania and Europe. <i>Journal of Nervous and Mental Disease</i>, Number 4 (8), pp. 33–34. ISSN 1648-2948, Vol. 2, p. 19.

11. Stelingis, R. A. (2003). From Gestalt Institute of Cleveland to European Certificate of Psychotherapy. *News of Psychiatry* (publication of Lithuanian Psychiatric Association), Number 3, pp. 12–14. ISSN 1648-1259, Vol. 2, p. 22.
12. Stelingis, R. A. (2003). Psychotherapy in Europe and Lithuania. History and Present Time. *News of Psychiatry* (publication of Lithuanian Psychiatric Association), Number 4, pp. 16–17. ISSN 1648-1259, Vol. 2, p. 25.
13. Šablevičius, M. and Kalkytė, R. (2004). Who is going to have permission to practice psychotherapy in Lithuania: comment of specialists. *Journal of Nervous and Mental Disease*, Number 4 (16), pp. 2–5. ISSN 1648-1259, Vol. 2, p. 27.
- **Rytis Artūras Stelingis's research in the field of Gestalt psychotherapy which has supported the development of Gestalt psychotherapy practice in Lithuania, Vol. 2, p. 32.**
14. Presentation of my research “Therapeutic factors of Gestalt individual therapy”. April 25 2009, 12th Annual Conference of LGA, Vol. 2, p. 32.
15. Presentation of my research “The origins and development of Gestalt psychotherapy in Lithuania 1993 to 2013”. May 18 2013, 16th Annual conference of LGA, Vol. 2, p. 37.

PW2 – Giving lectures, presentations, workshops, writing articles and my book about Gestalt psychotherapy, Vol. 2, pp. 42–73.

16. 1994–1995. Public lectures and workshops on different topics of Gestalt therapy. Organizer: Kaunas public auditorium, “Žinija”, Vol. 2, p. 42.
17. October 20 2001, Workshop with video and audio presentation: “XXI century Gestalt: Applying Gestalt methods in psychotherapy, science and research, organizations and communities – Experiences from 7th EAGT conference: Invitation to Dialogues”. Organizers: Gestalt Studies Center of Kaunas and LGA, Vol. 2, p. 45.
18. April 27 2002, 5th Annual Conference of LGA: Open space workshop: “Gestalt in my professional and personal life”, Vol. 2, p. 46.
19. October 4 2002, Presentation: “From Gestalt Institute of Cleveland to the European Certificate of Psychotherapy” at the conference ‘The place of psychotherapy in the

- care of mental health'. Organizer: Lithuanian Psychotherapeutic Society, Vol. 2, p. 47.
20. April 27 2003, Presentation at 6th Annual Conference of LGA: Video and audio presentation: "LGA – 5 years path: from 1998 to 2003", Vol. 2, p. 49.
 21. April 24 2004, Presentation at 7th Annual Conference of LGA: "Radical view to egotism" and "Clear mind practice in Gestalt therapy and beyond (theory and practice)", Vol. 2, p. 50.
 22. October 2 2004, Workshop with video and audio presentation: "Experiences from 8th EAGT conference: Tradition and renewal". Organizers: Gestalt Studies Center of Kaunas and LGA, Vol. 2, p. 51.
 23. April 30 2005, Presentation at 8th Annual Conference of LGA: "Training standards of Gestalt Counsellor", Vol. 2, p. 52.
 24. July 7-10 2005, Presentation at 13th Congress of the European Association of Psychotherapy (EAP), "Widening Boundaries of Europe – Widening Boundaries of Psychotherapy?", Vilnius, Lithuania. Presentation: "The Gestalt approach: working on different levels of systems", p. 53.
 25. April 29 2006, Presentation at 9th Annual Conference of LGA, Vol. 2, p. 55.
 26. March 23-24 2007, Presentation "Kaunas Gestalt Therapy School" at the conference 'Psychotherapy in Lithuania'. Organizers: The Centre of Psychological Counselling and The Study of Human Psychology, Kaunas Lithuania, Vol. 2, p. 56.
 27. April 28 2007, Presentation at 10th Annual Conference of LGA: "Gestalt therapy: systematic view to correct awareness-relationship-action", Vol. 2, p. 57.
 28. October 2 2007, Workshop with video and audio presentation: "Experiences from 9th EAGT conference: 'Exploring human conflicts'. Organizers: Gestalt Studies Center of Kaunas and LGA, Vol. 2, p. 59.
 29. April 26 2008, Presentation at 11th Annual conference of LGA: Video and audio presentation: "LGA – 10 years of existence: from 1998 to 2008", Vol. 2, p. 60.
 30. April 25 2009, Presentation at 12th Annual Conference of LGA: Presentation of the research of my psychotherapeutic work: "Therapeutic factors of individual Gestalt therapy", Vol. 2, p. 62.
 31. May 8 2010, Presentation at 13th Annual Conference of LGA: "Supervision – the way to professional mastery", Vol. 2, p. 63.
 32. October 13 2010, Workshop with video and audio presentation: "Experiences from

<p>the 10th EAGT conference ‘Lost in Transformation – Changing Identities in a Changing World’’. Organizers: Gestalt Studies Center of Kaunas and LGA, Vol. 2, p. 66.</p> <p>33. April 30 2011, Presentation at 14th Annual Conference of LGA: “Connections between Buddhism and Gestalt therapy”, Vol. 2, p. 67.</p> <p>34. April 28 2012, Presentation at 15th annual conference of LGA: “A look at the theory of the Self through the prism of the Gestalt cycle of experience”, Vol. 2, p. 69.</p> <p>35. May 18 2013, Presentation at 16th Annual Conference of LGA: The origins and development of Gestalt psychotherapy in Lithuania 1993 to 2013”, Vol. 2, p. 72.</p> <p>36. Short electronic version of Rytis Artūras Stelingis’s book <i>Gestalt Psychotherapy</i>, Vol. 2, p. 73.</p>
<p style="text-align: center;">PW3 – Establishing Gestalt Studies Center of Kaunas, starting and developing Gestalt therapy training in Lithuania, Vol. 2, pp. 74–105.</p>
<p>37. Registration Certificate of R. A. Stelingis firm, Vol. 2, p. 74.</p> <p>38. Registration Certificate of R. A. Stelingis firm Gestalt Studies Center of Kaunas, Vol. 2, p. 75.</p> <p>39. Registration of Logo of R. A. Stelingis firm Gestalt Studies Center of Kaunas at the State Bureau of Patents, Vol. 2, p. 76.</p> <p>40. Registration Certificate of Logo of R. A. Stelingis firm Gestalt Studies Center of Kaunas, Vol. 2, p. 77.</p> <p>41. Letters of approval of educational activities of R. A. Stelingis firm Gestalt Studies Center of Kaunas by Kaunas Department of Education, Vol. 2, p. 79.</p> <p>42. Letter of approval of educational activities of R. A. Stelingis firm Gestalt Studies Center of Kaunas by Administration of Kaunas Municipality, Vol. 2, p. 82.</p> <p>43. Training standards of Gestalt Studies Center of Kaunas, Vol. 2, p. 83.</p> <p>44. Faculty of Gestalt Studies Center of Kaunas, Vol. 2, p. 84.</p> <p>45. Code of Ethics and Professional Practice of Gestalt Studies Center of Kaunas, Vol. 2, p. 85.</p> <p>46. Samples of the manual of Gestalt therapy training programs of Gestalt Studies Center</p>

<p>of Kaunas, Vol. 2, p. 86.</p> <p>47. Description of Working with Individuals training program, Vol. 2, p. 87.</p> <p>48. Description of Working with Couples and Families training program, Vol. 2, p. 89.</p> <p>49. Description of Working with Groups training program, Vol. 2, p. 91.</p> <p>50. Description of Organizations and Systems Development training program, Vol. 2, p. 93.</p> <p>51. Samples of evaluation forms of Gestalt therapy training programs of Gestalt Studies Center of Kaunas, Vol. 2, p. 95.</p>
<p>PW4 – Establishing and developing Lithuanian Gestalt Association (LGA) as well as representing LGA and Gestalt Therapy School of Lithuania in the European Association for Gestalt Therapy (EAGT), Vol. 2, pp. 106–171.</p>
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